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ABSTRACT

The first in a series of papers details the methodology of a study on the environmental setting of the learning disabled (LD) adolescent with attention given to interventions applied on behalf of the LD adolescent, conditions under which he/she operates, and support systems available to the student. Sections address the procedures for selecting the LD, low achieving (LA), and normal achieving students in grades 7 through 12 who served as Ss; research setting and design; measurement components including learner characteristics and environmental variables, testing instruments, and other assessment instruments; procedures for tester training, students participating, and school record searches; and methods of data analysis. Tables with statistical data and definitions of exclusionary conditions are offered; and school records sheets, instructions for validation team members, and sample questionnaires are appended. (SB)

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Emphasis on Adolescents and Young Adults

AN EPIDEMIOLOGICAL STUDY OF LEARNING DISABLED ADOLESCENTS IN SECONDARY SCHOOLS: DETAILS OF THE METHODOLOGY

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The University of Kansas Institute for Research in Learning Disabilities is supported by a contract (#300-77-0494) with the Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, U. S. Office of Education, through Title VI-G of Public Law 91-230. The University of Kansas Institute, a joint research effort involving the Department of Special Education and the Bureau of Child Research, has specified the learning disabled adolescent and young adult as the target population. The major responsibility of the Institute is to develop effective means of identifying learning disabled populations at the secondary level and to construct interventions that will have an effect upon school performance and life adjustment. Many areas of research have been designed to study the problems of LD adolescents and young adults in both school and non-school settings (e.g., employment, juvenile justice, military, etc.)

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Cooperating Agencies

Were it not for the cooperation of many agencies in the public and private sector, the research efforts of The University of Kansas Institute for Research in Learning Disabilities could not be conducted. The Institute has maintained an on-going dialogue with participating school districts and agencies to give focus to the research questions and issues that we address as an Institute. We see this dialogue as a means of reducing the gap between research and practice. This communication also allows us to design procedures that: (a) protect the LD adolescent or young adult, (b) disrupt the on-going program as little as possible, and (c) provide appropriate research data.

The majority of our research to this time has been conducted in public school settings in both Kansas and Missouri. School districts in Kansas which are participating in various studies include: United School District (USD) 384, Blue Valley; USD 500, Kansas City; USD 469, Lansing; USD 497, Lawrence; USD 453, Leavenworth; USD 233, Olathe; USD 305, Salina; USD 450, Shawnee Heights; USD 512, Shawnee Mission, USD 464, Tonganoxie; USD 202, Turner; and USD 501, Topeka. Studies are also being conducted in Center School District and the New School for Human Education, Kansas City, Missouri; the School District of St. Joseph, St. Joseph, Missouri; Delta County, Colorado School District; Montrose County, Colorado School District; Elkhart Community Schools, Elkhart, Indiana; and Beaverton School District, Beaverton, Oregon. Many Child Service Demonstration Centers throughout the country have also contributed to our efforts.

Agencies currently participating in research in the juvenile justice system are the Overland Park, Kansas Youth Diversion Project and the Douglas, Johnson, and Leavenworth County, Kansas Juvenile Courts. Other agencies have participated in out-of-school studies--Achievement Place and Penn House of Lawrence, Kansas, Kansas State Industrial Reformatory, Hutchinson, Kansas; the U.S. Military; and the Job Corps. Numerous employers in the public and private sector have also aided us with studies in employment.

While the agencies mentioned above allowed us to contact individuals and supported our efforts, the cooperation of those individuals--LD adolescents and young adults; parents; professionals in education, the criminal justice system, the business community, and the military--have provided the valuable data for our research. This information will assist us in our research endeavors that have the potential of yielding greatest payoff for interventions with the LD adolescent and young adult.

AN EPIDEMIOLOGICAL STUDY OF LEARNING DISABLED ADOLESCENTS IN SECONDARY SCHOOLS

Abstract

In recent years, professionals in the field of learning disabilities have begun to address the impact of learning disabilities on adolescents and young adults. Although substantial attention has been directed to the manifestations of learning disabilities in elementary school age populations, the significantly different and increasingly complex demands on adolescents both in and out of school necessitate the development of systematic research on this population. The University of Kansas Institute for Research in Learning Disabilities has collected a broad array of data to form an epidemiological data base on LD adolescents and young adults. Data have been collected from learning disabled, low-achieving, and normal-achieving adolescents as well as from their parents and teachers. In addition, information from the environmental setting of the LD adolescents which pertains to interventions applied on behalf of the student, relationships with others, conditions under which he/she operates and support systems available for his/her use has also been collected. These data have been considered in relation to data on specific learner characteristics to gain a more complete profile of the older LD individual.

Research results presented in Research Reports 12 through 20 detail findings from this comprehensive epidemiology study conducted during 1979-80 by the Institute. It is important for the reader to study and view each of these individual reports in relation to this overall line of research. An understanding of the complex nature of the learning disability condition only begins to emerge when each specific topic or finding is seen as a partial, but important, piece of a larger whole.

The specific aspects of the total study presented in individual Research Reports are listed below:

Research Report No. 12:	Details of the Methodology
Research Report No. 13:	Achievement and Ability, Socioeconomic Status, and School Experiences
Research Report No. 14:	Academic Self-Image and Attributions

Research Report No. 15:	Health and Medical Factors
Research Report No. 16:	Behavioral and Emotional Status from the Perspective of Parents and Teachers
Research Report No. 17:	The Relationship of Family Factors to the Condition of Learning Disabilities
Research Report No. 18:	Social Status, Peer Relationship, Activities In and Out of School, and Time Use
Research Report No. 19:	Support Services
Research Report No. 20:	Classification of Learning Disabled and Low-Achieving Adolescents

AN EPIDEMIOLOGICAL STUDY OF LEARNING DISABLED ADOLESCENTS IN SECONDARY SCHOOLS: DETAILS OF THE METHODOLOGY

Cruickshank (1977) pointed out that the field of learning disabilities "possesses an inadequate research base" (p. 58). He believed the field is widely misunderstood among researchers in related fields and "there are absolutely no adequate data of either an epidemiological or demographic nature to provide a base for adequate programming" (p. 61). Furthermore, the absence of data "continues the basis for confusion in state and federal legislative houses."

Cruickshank's view of the learning disabilities (LD) field has some implications for research. First, researchers who would employ LD students as subjects are forced to select from among a variety of definitions used by state departments of education, few of which include specific operational criteria. In a field which has enjoyed a decade of remarkable development in terms of teacher training and the provision of a continuum of public school programs, it is unusual that the fundamental issue of definition still remains. Yet the continuing search for explicit criteria in a useful and commonly accepted definition is the foremost research need as the status of the learning disabilities field is assessed at the present time.

A second problem, closely related to the first, is that programmatic approaches to research on interventions for the learning disabled are hampered by the high incidence figures resulting from non-operational definitions. Using the classification of learning disabilities for underachievers in general, or even for those learners who are not achieving in a single academic subject, has rendered

research on methodology virtually useless. Who are the learners for whom a specific method or material or service delivery system may be said to be effective? The failure of generalizability of many research findings can be directly traced to problems of definition and prevalence (Larsen, 1978). The state of the art which confronts the researcher who would address relevant issues in the field of learning disabilities in the 1980s might be summarized in the words of Wallace (1976), "There is little chance that problems associated with who should teach, and what should be taught, will ever be settled if there is no agreement on who should be taught" (p. 60).

To further complicate matters, there are some unique problems related to adolescents with learning disabilities which have not been adequately addressed within the research on learning disabilities in elementary populations. Among these are the following. The demands of the curriculum in secondary schools or job requirements in employment settings are significantly different from the demands placed on LD students in elementary settings. Thus, the manifestations of the specific learning disability may be altered. Second, there are many variables associated with the condition of learning disabilities. It would appear that the complexity and interaction of these variables increase as the adolescent moves from school to non-school settings and as the number and variety of his/her social groups increase. Third, there is very little knowledge about the conditions confronting the LD adolescent and young adult in non-school settings and the degree to which these individuals can cope with these circumstances.

The complex nature of the condition of learning disabilities and the unique features of the conditions and the environment facing the

LD adolescent and young adult demonstrate the need for systematic research on this population. Most research efforts on LD populations have centered on the attributes of the learner alone and, thus, have focused upon the intrinsic behavioral or cognitive causes of the disability. Such attempts have been considered to have resulted in limited breakthroughs regarding population identification and intervention development. A potentially productive research approach might be one that considers not only learner attributes, but environmental factors, as well, as a means of describing and understanding the learning disabled adolescent and young adult. Lewin's (1935) formulation to explain human behavior, B = f (PE), where B = behavior, P = person, and E = environment, may be a more appropriate means of conceptualizing and researching learning disabilities. Through such an approach, learning disability would be viewed as a condition which results from a complex interaction between the learner and the environment. Therefore, a major purpose of this research study is to collect data from the environmental setting of the LD adolescent which pertain to interventions applied on behalf of the LD adolescent, conditions under which she/he operates, and support systems available for his/her use. These data must be considered in relation to data on specific learner characteristics to gain a complete profile of the LD adolescent.

Research on LD populations can be greatly facilitated if data are collected on a common set of variables using the same measures. Institute researchers have been attracted by the notion of "marker variables" as a means of guiding and comparing research within the Institute. Consequently, a major focus of this study was to collect

data on a broad array of variables that pertain to learner characteristics, conditions, interventions applied, and support systems. These data can be weighted to determine what variables might be considered markers for LD adolescents. Once a set of markers has been specified, they can be used by researchers to identify research samples by using common indices. This practice facilitates the comparison, generalization, and evaluation of research results.

In summary, the development of the field of learning disabilities is contingent upon resolution of basic issues related to defining the population. A major assumption of this research is that definitional direction can only be achieved by considering the complexity of the condition of learning disabilities. This entails an analysis of not only learner characteristics but also key environmental factors such as conditions, support systems, or interventions used on behalf of the LD adolescent. This study was designed to collect a large body of data on both the learning disabled adolescent and young adult and his/her environment for the purpose of establishing a comprehensive data base. This data base not only provides researchers and educators a means of better understanding those factors which tend to define the condition of LD, but it also provides researchers with direction for making subsequent research decisions on interventions. This research report will outline the methodology followed to conduct this epidemiology study.

Subjects

Three sample populations participated in this study: (a) learning disabled students, (b) low-achieving students, and (c) normal-achieving students. The students were in grades 7 through 12 during

the 1978-79 school year. The selection procedures for the three groups were as follows.

Learning Disabled Students

These students were selected through a four-step procedure. First, lists of students who had been staffed as LD according to Kansas statutes and currently being served in LD or non-categorical resource rooms in grades 7 through 12 were obtained from the participating districts. Depending on school or district policy, the students were either contacted in school or the parents were called at home. The study was described in full and both parents and student were asked for their consent to participate.

Once written parent permission was obtained, school and district records were searched for information regarding the particular student's aptitude and achievement test scores and any indication of the presence of emotional disturbance, mental retardation, physical or sensory handicaps, or indications of cultural, economic, or environmental deprivation. These conditions were operationally defined for the record searchers such that they could readily recognize information related to the conditions. These definitions are presented in Table 1. The record searchers were asked to indicate whether or not information which might be related to one of the conditions was found in a student's files and, if so, to summarize that information on a School Records Sheet (see Appendix A) along with the most recent achievement and aptitude test scores obtainable for the student.

The completed School Records Sheets were given to the Institute Validation Team. This Validation Team consisted of four members: two certified school psychologists, a certified LD teacher of junior high

students and a certified LD teacher of senior high students. The Validation Team was given written instructions regarding which students should be included in the LD sample and which students should be excluded from the sample. These instructions were based on the Federal definition of learning disabilities (PL 94-142) and can be found in Appendix B. Each member of the Validation Team was asked to use the instructions while individually reviewing each student's file. Each member then voted as to whether a student should be included in or excluded from the sample.

Insert Table 1 about here

In order for a student to be excluded from the sample he/she had to receive a minimum of two exclusion votes from the Team. Thus, in order to be included, the student had to receive a minimum of three inclusion votes. The purpose of this step was to insure that students not meeting the federal definition of LD would not be included in the LD sample. An effort was made to obtain 120 validated LD students from each of the two school districts with 20 students in each of the six grades targeted (i.e., grades 7 through 12). Of the 495 files reviewed by the Validation Team from participating districts, 62 students were excluded from the LD sample. The actual numbers of LD students who were validated and consented to participate are shown in Table 2.

Insert Table 2 about here

Low-Achieving (LA) Students

These students were also selected through a four-step procedure. First, a list of students receiving failing grades in the most recent school quarter was used to identify those students who had failed at least one required academic course. These students' files were then checked to determine the students' most recent achievement test scores. Only students scoring below the 33rd percentile according to national norms in the composite score or according to an average of their subtest scores (depending on what scores were available from a standardized achievement test, e.g., the S.A.T.) were included in the sample. Third, a determination was made that a student was not being currently served in or evaluated for possible inclusion in any special education classroom and that the student was not considered by the school to be mentally retarded.

Fourth, the students meeting all of the above requirements were contacted, the study described, and written parent permission was obtained. Again, an attempt was made to include 120 low-achieving students (20 in each of the six grades) from each of two school districts. The actual numbers of students who met the qualifications and agreed to participate are shown in Table 2.

One of the major purposes for using low achievers as a population in this study was to determine which variables differentiated classified LD adolescents from their peers who were low achievers, failing in school, and in many respects very similar to classified LD students. This low-achieving group was deemed an important comparison group in that school personnel are faced with decision-making tasks that require them to choose which students out of all those who are

failing should receive LD services. Furthermore, the emergent experimental literature on learning disabled populations is limited in large measure because most results have come from the simple procedure of comparing a learning disabled group against a normal comparative group. Comparisions within and between diagnostic groups (e.g., learning disabled and low achievers) are rare. When research is designed to compare different diagnostic groups rather than one diagnostic group with a normal group, many of the variables which have been thought to specify unique attributes of the diagnostic group often disappear.

Normal-Achieving (NA) Students

These students were selected using a three-step procedure. First, the school district suggested participation by band members of the schools because band requirements included passing grades in all subjects. Thus, a list of band members was supplied by the band director which simplified the process of finding students who were passing all subjects. Secondly, school staff checked the achievement test records and general school records of the students in the band. The data of only those students who scored above the 33rd percentile on the most recently administered group achievement test and who were not receiving special educational services were included in this study. Finally, the students and parents were contacted to describe the study, answer their questions, and to solicit their written approval. An effort was made to obtain at least 20 normal-achieving students at each of the six grade levels for a total of 120 students.

Of the 215 high school students who participated, 78 were 10th graders, 71 were 11th graders, and 66 were 12th graders. Twenty

students in each of grades 7, 8, and 9 also participated.

Child Service Demonstration Center Students

Since the sample of LD adolescents in this study lived in one geographic locality, within a fifty-mile radius of Lawrence, Kansas, a national sampling of LD students was attempted. This national sampling could provide validation of our findings in a restricted locale. However, many of the same measures could not be used with these national subjects, due to their distance from our research site and staff. Nevertheless, an attempt was made to provide a national comparison group for our Kansas sample and to use as many measures as feasible.

Twenty-three CSDCs funded by the Bureau of Education for the Handicapped under Title VI-G serving secondary learning disabled youths were contacted. Ten agreed to participate, volunteering from 1 to 12 students each for a total sample of 47 students. CSDC staff were asked to select for the study only those students who fit the same guidelines used by the Institute Validation Team (Appendix B).

Settings

Two school disticts, Shawnee Mission (USD# 512) and Kansas City, Kansas (USD# 500) plus a high school (Turner High) which is in a cooperative arrangement with the Kansas City, Kansas district supplied the LD and low-achieving students. The school districts were chosen because of their size and potential for supplying the large numbers of LD students needed for this study. In addition, the districts were chosen because they represented a full range of socio-economic factors with one district representing the upper and middle socio-economic portions of the range and the other district representing the lower and middle portions.

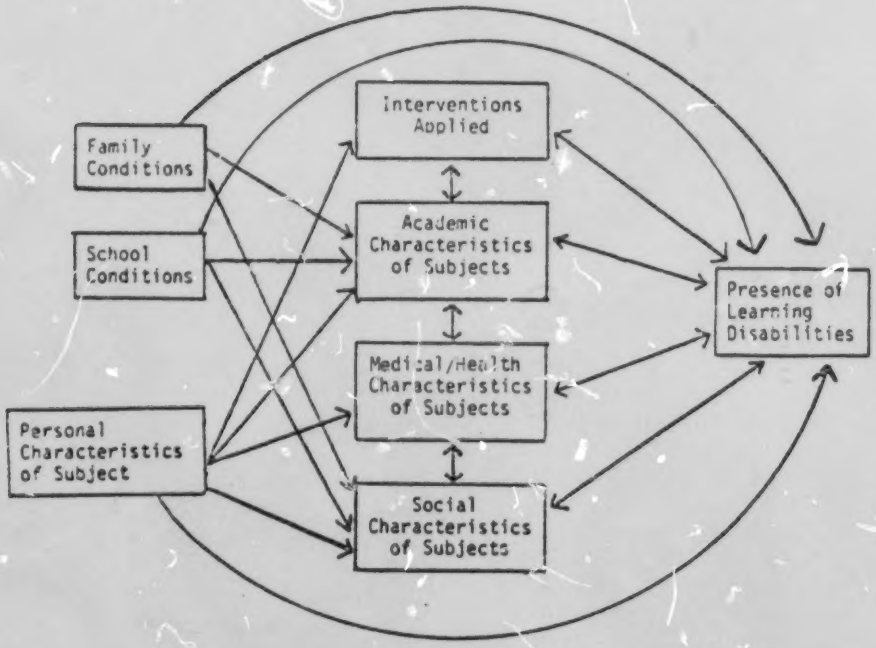
Five high schools from each district were recruited to participate. In addition, one junior high school was randomly selected from those which feed each high school. Thus, a total of 10 secondary schools from each district took part in the LD/low achiever comparison. A third district, Lawrence School District (USD# 497) supplied the normal-achieving students for this study. One high school and two junior high schools from this district participated.

All of the testing of students and interviewing of students and school personnel took place in the schools. Each school provided a quiet room suitable for the testing of students.

Research Design

This study was designed to build a comprehensive data base on the condition of learning disabilities in adolescents. In addition, the gathering of data on two population samples, LD and low-achieving students, enables a comparison design which has the potential of identifying the learner characteristics and environmental conditions associated with the condition of learning disabilities and not with the general condition of low achievement. The following model (Figure 1) was built to facilitate the comparison of the two samples. Each box represent variables which are conceptually related to the title within the box and each arrow represents possible relationships between the boxes.

FIGURE I



Measurement

Learner Characteristics Variables

Data were collected on a large number of variables related to the variable categories shown in the model above. The learner characteristic variables studied encompassed the categories of personal descriptive variables, academic variables, social variables, and medical/health variables. Personal descriptive variables were defined as those which serve to describe a person demographically (e.g., age, sex, and ethnicity). Academic variables were defined as those characteristics and behaviors of a person which are related to his/her school activities and performances and academic self-image and feelings about school. Social variables included those characteristics and behaviors of a person which relate to his/her interactions with

others. Medical/health variables were defined as those which relate to an individual's pre- and post-natal health history and current state of health. The data on these learner charactertistics variables were collected from four major sources: school records, students selected for the study, parents of the students, and the regular and special education teachers of the students.

Environmental Variables

A number of environmental variables were measured in order to determine whether they had any relation to the presence of learning disabilities. The environmental variables fell in three categories: family conditions, school conditions, and characteristics of the interventions applied to learning disabled students. Family conditions covered a wide range of variables regarding such factors as family size, family income, family structure, marital and educational history of the parents, and support offered by family for their children. Family condition data were collected from two sources--the parents and the students.

School condition variables included such characteristics of each school as the educational background of school staff, student/staff ratio, extracurricular activities available, special education staffing, definition of LD, and support services available. The data for these variables were collected by research assistants assigned to each school.

Measuring the characteristics of interventions involved gathering a large amount of data on the programs currently serving LD adolescents in the schools participating in our study. These data were collected with the cooperation of the special education teachers in

each setting. They provided such information as their educational background, curricula offered in the program, materials and teaching methods used, teacher time spent on different tasks, and equipment available to the program.

Testing Instruments

LD and low-achieving students were administered three tests: the Woodcock-Johnson Psycho-Educational Battery (Woodcock & Johnson, 1977), the WISC-R or WAIS (depending on the student's age), and a processing test developed by the Kansas Institute. The normal achievers received only the processing test, since national norms were available on the other two tests for comparison purposes. The CSDC students received none of these tests due to distance from the research staff.

Woodcock-Johnson Psycho-Educational Battery. Seven subtests of the Woodcock-Johnson Battery were administered: the Letter-Word Identification, Passage Comprehension, Word Attack, Calculation, Applied Problems, Dictation, and Proofing Subtests. The scores from these subtests yield three cluster scores, one each for reading, writing, and math achievement. These subtests were chosen to provide measures of most of the major deficit areas mentioned in the federal definition of learning disabilities (PL 94-142). No standardized, reliable test of oral expression in adolescents could be found at the time of our search.

WISC-R/WAIS. Due to time constraints, only two subtests of the WISC-R/WAIS were administered to the students: the Vocabulary and Block Design Subtests. These subtests were chosen, because the scores resulting from combining these two subtests are highly correlated ($r = .91$) with the total test score (Sattler, 1974).

To provide an estimate of each student's full scale I.Q., the Vocabulary and Block Design scaled scores were combined and an estimate was made according to a procedure recommended by Tollegen and Briggs (1967). Tollegen and Briggs have identified shortcomings of both simple prorating and regression procedures for estimating full-rate I.Q. They recommended, instead, the calculation of a deviation quotient ($\bar{x}$ = 100, SD = 15) which takes into consideration the number of subtests administered, the correlations between those subtests, and the total number of scaled score points obtained by the student. Their recommendations were followed in this study to obtain an estimated I.Q. score for each student.

Processing test. The Processing Test was a circular recall task adapted from Belmont and Butterfield (1971) and Butterfield and Belmont (1978) in testing the cognitive processing skills of mentally retarded subjects. Since the federal definition of learning disabilities (PL 94142) indicates that the condition involves impairment of one or more psychological processes, it was important that this study include a measure of cognitive processing. Modification in procedures used by Butterfield and Belmont were made so that data could be collected in a short period of testing time and with a minimum of special equipment. The test involved 16 trials: two practice trials and 14 test trials. For each trial, the student was asked to listen to a list of seven one- and two-syllable words which were spoken orally by an examiner (see Table 3). The student dictated the speed at which the words were delivered

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Insert Table 3 about here

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by tapping a pencil on the table whenever he/she was ready for a new word. After the student had received all seven words, he/she was to orally recite the words in a particular order which was different from the order in which the words had been presented. For the first eight test trials, the task required the student to give the words in the order 5, 6, 7, 1, 2, 3, 4 (when the words had been presented in the order 1, 2, 3, 4, 5, 6, 7). For example, given the words, "cat, shoe, plane, bear, truck, ball, man," the student would have to respond with, "truck, ball, man, cat, shoe, plane, bear."

For the last six test trials, the task required the order 4, 5, 6, 7, 1, 2, 3 (when the words had been presented in the order 1, 2, 3, 4, 5, 6, 7). Thus, the task required the student to not only remember the words but to process the words in a new order.

The students' tapping responses during the Processing Test were tape recorded. Later, observers listened to the tapes and timed the intervals between taps for each trial for every student. The students' verbal responses during the Processing Test were manually recorded as well as tape recorded. These data provided information regarding the students' accuracy of response.

Three types of dependent measures were obtained from an analysis of student performance on the task. First, a measure of each student's accuracy, in terms of number of words correctly recalled, was obtained. Second, inferences pertaining to specific input strategies can be obtained by analyzing intervals between pencil taps or pause times. Generally, relatively long pause times in an individual student's protocol indicate periods of more intense coding or processing of the words (e.g., rehearsal). Finally, measures of executive functioning

can be derived from analyses of pause times. Executive functioning refers to the individual's overriding decision-making strategies. An example would be the individual's decision to change input strategies in response to a change in recall requirements (i.e., the change from the 3-4 recall requirement to the 4-3 recall requirement on the last six test trials).

Reliability of testers. The reliability of test scores was analyzed by assessing the reliability of testers in a variety of ways. At least two of each tester's testing sessions were tape recorded from start to finish. A second observer listened to the tapes of subtests and the Procecessing Test where the student was required to give verbal responses and independently recorded the responses using the standard test protocol sheet. The original tester's and second observer's responses were compared item-by-item, and agreements and disagreements were tallied. An agreement was defined as an instance where both scorers agreed exactly on an item. A disagreement was counted whenever a discrepancy on an item occurred. Percent agreement was calculated by dividing the number of agreements by the total number of items scored on a given test.

For the subtests not involving verbal responses, slightly different procedures were followed. Since the Math Calculation and Dictation subtests resulted in permanent products, the written responses were scored by a second, independent observer for at least two of the students tested by each tester. Agreements and disagreements were counted and percent agreement calculated as described above. Interobserver agreement for all of the tests is shown in Table 4.

Insert Table 4 about here

The Block Design Subtest resulted in no permanent products or verbal responses. Thus, for this subtest, a second scorer independently calculated a student's score from the responses recorded by the original tester (for two students per tester). The final scores were compared and agreement calculated by dividing the lower score by the higher score. Interscorer reliability for the Block Design Subtest is shown in Table 5.

A similar procedure was followed to check the scoring of the Vocabulary Subtest of the WISC-R and WAIS. Since the scoring system requires the observer to give a 2, 1, or 0 score to each student response using, for the most part, subjective judgment, it was deemed important to have an independent person score the responses as well. Scores were compared item-by-item and percent agreement calculated by dividing the number of agreements by the toal number of items scored by both scorers. Interscorer reliability for the Vocabulary Subtest is shown in Table 5.

Insert Table 5 about here

Other Assessment Instruments

In order to measure many of the learner characteristic and environmental variables selected in this study, several special instruments were designed. Each instrument was targeted for a particular informant. Thus, separate instruments were designed to

gather information from students, parents, regular teachers, and special education teachers.

Each instrument consisted of a series of questions. The response options to the questions varied from item to item. In some instances an open-ended format was used; in other instances, fixed formats such as Likert-type scales and multiple-choice answers were used. The Youth, Parent, and Regular Teacher Assessment Instruments are included in Appendix C.

Validity of the Assessment Instruments. Three types of information are pertinent to a discussion of the validity of the assessment instruments: information concerning content validity, information concerning construct validity, and information concerning criterion-related validity.

1. The content validity of each instrument was determined by a panel of professionals in the LD field. The panel was made up of certified LD teachers, professors of special education, and certified school psychologists. Each judge independently read and evaluated each item on the instrument. The panel then met, and only those items which were judged to be important by all of the judges were included. The wording of some items was changed to reflect current trends in the field. Still other items were added when a concensus determined that a crucial piece of information would be lacking.

1. The construct validity of the youth, parent and regular teacher assessment instruments was examined through the use of factor analysis. A complete description of the factor analytic procedures used is provided in the data analysis section of this document. The actual factors which emerged and the variables which had the highest

loadings on each factor are presented in Tables 6, 7, and 8. It is clear from an examination of the variables in each factor that items of similar content were for the most part associated with the same factor.

Insert Tables 6, 7, and 8 about here

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3. In addition to content and construct validity, the criterion-related validity of the assessment instruments was considered. For the purposes of the present study, information pertaining to this latter type of validity is obtained by comparing the responses of individuals across the three samples of students. Each sample can be thought of as a criterion group. Thus, for example, we would expect parent ratings to be higher (e.g., on appropriate behaviors observed at home) for the normal-achieving sample than for the low-achieving and LD samples (in fact, although the original purpose of the study was to compare low-achieving and LD students, one of the major purposes of including a normal-achieving sample was to provide information pertinent to criterion validity). It is not within the scope of the present document to describe the specific differences between the three major samples. It can be said, however, that on a large number of items the average response regarding the normal-achieving sample was significantly different from at least one of the other two samples.

Recording Sheets

Two types of recording sheets were devised: one for recording information from students' school records and one for recording information about general school characteristics. Both instruments were

developed along with those described above using the same procedures and similar formats. They are available from the Kansas IRLD.

Reliability of recorders' use of the school record sheets. Since school records varied widely and searching through a great deal of information was often necessary to find the required data, reliability measures were calculated for recorders' use of the School Records Sheets. For one tenth of the students on whom these data were collected (LD and low-achieving students) by our staff, two recorders independently searched the files and recorded data. Then, the independent records were compared item-by-item. Each discrete recording, be it a subtest score, date of testing, or grade in a subject, was counted as an item. Agreements were defined as exact matches; disagreements were defined as any discrepancy or omission. Percent agreement was calculated by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100. The results of these comparisons are presented in Table 9.

Insert Table 9 about here

The reliability of recordings on school descriptive information was not assessed since the information came from interviews with school personnel and was straight-forward in nature.

Procedures

Tester Training

All tests were administered by graduate students trained by Institute staff. The trainees first read all the instructions and descriptive materials provided by developers of the tests. Next, a

demonstration session was held where the administration of each test was modeled and explained by a person experienced in administering a given test. Practice sessions followed where trainees practiced administering the tests to each other. In order for a trainee to be allowed to test students, he/she had to demonstrate competence and facility in administering each test to an experienced staff member. If a criterion performance was not reached, the staff member gave the trainee corrective feedback and encouraged more practice. Several attempts at reaching criterion were allowed.

Student Participation

Once a student and his/her parents gave consent for participation, a schedule for testing and interviewing the youth was arranged with the cooperation of school personnel. Two fifty-minute class periods were needed for testing LD and low-achieving students. In the first class period, the Woodcock-Johnson and WISC-R/WAIS subtests were administered. In the second, the Processing Test and the interview were held. Only this second session was necessary for the normal-achieving students who received the Processing Test and interview.

Testing sessions were held in small, quiet rooms provided by each school. Every attempt was made to minimize visual and auditory distractions due to the requirements of the tasks at hand, especially for the Processing Test ask which required a high level of concentration and no interruptions. At the minimum, a table, two chairs, and a tape recorder were present along with the testing and scoring materials. Tests were individually administered as per requirements of the tests selected. During the interview, each question in the Youth Assessment Instrument was read aloud to the student, with the student reading

along silently. Any questions the students asked were answered and the student's responses were written on the instrument either by the student or the tester at the student's choice.

Other Informant Participation

All informants, be they parents, teachers, or other school personnel, were contacted and asked if they wished to participate. For the 750 students participating in this study, 550 parents completed and returned their instruments (a 73% return). Depending on school and parent preference, Parent Assessment Instruments were either mailed to the parent or hand carried home by the student. Stamped and addressed envelopes were provided for those who preferred returning the instrument through the mail. Otherwise, students returned the instruments to their tester. Reminder phone calls and letters were used to prompt delayed returns. Of 550 Parent Assessment Instruments that were analyzed, 19.1% of the parents who completed the instruments were males and 80.9% were females. Ninety-four percent of the respondents reported that they were the natural parent of the student.

At least one, and usually two, regular teachers were contacted for each LD and low-achieving student. These teachers were instructors for core/ required subjects. Whenever possible, a student's English and mathematics teachers were asked to participate. However, no regular teachers had to act as informant for more than three students. Six hundred forty-five Regular Teacher Assessment Instruments were completed and returned for 425 LD and LA students. For each Regular Teacher Assessment Instrument, the teacher was asked questions pertaining to his/her teaching experience in addition to questions about the student. In some cases, a given teacher may have filled out an

instrument on more than one student. The information reported here is by instrument (N=645) and, thus, some teachers are represented more than once. By instrument then, the mean age of the teachers was 35.9 years (SD = 8.7 years). The mean number of years of teaching experience reported was 10.8 (SD = 6.9 years). By instrument, 47 percent of the respondents were males and 53 percent were females. The mean number of credit hours earned beyond the bachelor's level was 43.7 hours (SD = 29.2 hours).

In addition, for all LD students, their LD teacher was asked to participate. Special Education Teacher Assessment Instruments were completed and returned for 228 of the 246 LD students.

School descriptive information was gathered by interviewing informants throughout the school. Principals, secretaries, counselors, and teachers provided the information from their knowledge of the school or from their records.

School Record Searches

A variety of school records were searched to obtain needed data. In both Kansas City and Shawnee Mission, psychological reports and individual test data were kept in central locations for all schools in the district. After receiving training in recording procedures, teams of research assistants visited these locations and searched the files of participating students for required information. The research assistants received access to records at each school through the help of guidance counselors and secretarial staff. Cumulative records, transcripts, grade reports, and disciplinary reports served as sources for data collection here.

The data collected included test and subtest scores from the two most recently administered series of individual and/or group achievement and aptitude tests. In addition, grades and attendance data for each semester the student had been enrolled in secondary school were gathered. Other information such as numbers of schools attended, educational diagnosis, information regarding LD classification, and numbers of suspensions and expulsions were recorded when available.

CSDC Participation

Recording sheets, assessment instruments, and consent forms were mailed to participating CSDCs. Instructions for dispersing the instruments to appropriate parties and for recording school records data were also included. Phone calls were used to prompt responding where necessary.

Data Analysis

Analyses of the data from the comprehensive epidemiological study can be conceptualized as occurring in several phases. In the first phase, data from three assessment instruments (the Youth, Parent, and Regular Teacher Instruments) and from the Woodcock-Johnson and Wechsler instruments have been analyzed across the major samples (low-achieving, LD, and normal-achieving students). In subsequent phases, data from special education teachers and from school records were analyzed as well as data from the Processing Test. In addition, secondary analyses of data from the first phase (e.g., cluster analysis to identify subgroups and consideration of the role of discrepancy formulas) will be made.

Analysis of data during the first phase took three major directions, data reduction, univariate analyses and discriminant analyses.

In all three cases, the principal goal was to identify those variables which served to differentiate low-achieving and LD students and those variables which did not serve to differentiate these groups. Data

Data Reduction

Factor analyses and the creation of factor-based scales. The purpose of the following section is to describe: (a) the procedure leading up to the factor analyses, (b) the factor analyses that were conducted, and (c) their outcomes. The factor analyses were undertaken to make a determination of the extent to which items logically related to each other would be responded to in a consistent fashion by respondents (i.e., would be correlated), and to reduce the very large number of variables (items) to a smaller set of variables which contained the information of the larger set (i.e., data reduction).

The factor analyses and related computations were conducted using programs from the BMDP package (Dixon, 1975). For each of three assessment instruments (youth, parent, and regular teacher instruments) the process was similar.

For each assessment instrument, a data file was constructed containing items from the assessment instrument itself as well selected other items and variables. For example, each assessment instrument, the three Woodcock-Johnson cluster scores, and the estimated WISC-R/WAIS I.Q. score were added to the data set (these test scores were available only for the low-achieving and LD samples). In addition, for the Parent and Regular Teacher data files, selected demographic items from the Youth Instrument were included. These were: the grade level, sex, and year of birth of the student, the

number of rooms and the number of people living in the student's home, and the total number of items that the student listed as being in his/her home.

Descriptive statistics were computed for each of the three data sets and items were eliminated from further steps in the analyses if: (a) they contained more than 30% missing data or (b) more than 75% of the respondents answered an item identically (i.e., if variability associated with an item was very small).

Next, missing values were estimated for the low-achieving and LD samples and a new data set which included estimates of missing values and which excluded the normal-achieving students was constructed. Missing values were estimated using the BMDPAM computer program. Specifically, missing values were estimated separately for the low-achieving and LD groups using the TWOSTEP option of BMDPAM. This option uses a combination of regression techniques and substitution of the mean to estimate missing values.

For the Youth and Parent Assessment Instruments the vast majority of the items contained less than five percent missing data. For the Regular Teacher questionnaire, a substantial number of items contained between 10 and 30 percent missing data. Table 10 lists, by variable number, those items from the three data sets for which more than 10% but less than 30% of the data were missing in at least one of the samples low achievers or LD.

Insert Table 10 about here

Next, each of the revised data sets (each containing cases from the lowachieving and LD samples, demographic and test data, and no missing values) was subjected to a principal components factor analysis with orthogonal (varimax) rotation. The BMDP4M computer program, and the default options, thereof, were used to conduct the analysis. Only those factors which had an eigenvalue greater than one were retained for further analysis. Also, only factors for which at least one variable (item) loaded .50 or higher were retained. For each of the three factor analyses that were conducted, the factors that were finally related were found in combination to represent a substantial portion of the variance in the data matrix. For the analysis of the Youth instrument and accompanying test scores, 91 variables were included and analyzed across 456 cases. A total of 28 factors were extracted which had eigenvalues greater than or equal to 1.00. The eigenvalues and cumulative proportions of variance associated with each of the unrotated factors are presented in Table 6. In combination, the 28 factors accounted for 67 percent of the variance of original data matrix.

For the analysis of the Parent Instrument and related items and scores, 85 variables were entered across 307 cases. Twentyfive factors were extracted. Eigenvalues and cumulative proportions of variance are presented in Table 7. In combination, the unrotated factors accounted for 68 percent of the variance. For the Regular Teacher Instrument, 75 variables were analyzed across 401 cases. Fourteen factors were extracted which cumulatively that accounted for 68% of the variance of the original data. Tables 7 and 8 present the eigenvalues and cumulative proportions of variance for the parent and teacher instruments respectively.

Based on the above factor analyses, factor-based scales (FSCALES) were constructed; (the implications and rationale for such scale construction are discussed by Kim and Mueller, 1978). Each FSCALE was composed of from one to eight variables. A variable was used in a scale only if it loaded .50 or higher on the factor associated with the scale. A brief description of each FSCALE and the variables which were included in the scale are presented in Tables 12, 13 and 14.

To construct each FSCALE, the individual's scores on variables associated with a particular scale were converted to z-scores (based on the combined low-achieving and LD samples). These z-scores were then added together and divided by the number of scores that were added to produce an average z-score for each indivudal. This average z-score then constituted the individual's score on that particular FSCALE. Twenty-eight, twenty-five, and thirteen FSCALES were derived for the Youth, Parent, and Regular Teacher instruments respectively.

FSCALES were constructed with several purposes in mind. First, their interpretation is relatively straightforward since the contributing variables are equally weighted and easily identified. Second, individuals' scores on the FSCALES can be easily computed for future samples.

Third, the relatively large number of variables contained in all three of the assessment instruments was reduced. Thereby, problems associated with high error rates (i.e., strong correlations based on chance alone) were ameliorated. FSCALES, then, were composite variables which were used in subsequent analyses in which the goal was to determine meaningful differences between the low-achieving and LD groups.

Univariate Analyses.

In order to maintain a uniform approach to the data, and because sample sizes were relatively large, an assumption was made that parametric tests (in particular, F-tests) were appropriate for making inferences about differences between groups across all of the variables except those that were clearly at the nominal level of measurement. For the univariate analyses, each variable was compared across all three groups or across two groups (i.e., without the normal-achieving group). In the case of variables associated with ability and achievement tests, with the Regular Teacher Instrument, and in the case of FSCALES, only two groups were compared, low-achieving students and LD students. For variables drawn from the Youth and Parent Instruments, all three of the principal sampling groups were compared. Where appropriate, comparisons were made for the samples as a whole, and then separately for junior high and senior high school students.

The major difficulty associated with the univariate data analysis was that a very large number of univariate tests were computed across the same samples of students. Considering that tests were often made for the junior high and senior high samples separately, the number of tests exceeded the number of students in the sample. Needless to say, the problem of error rate, based on multiple tests across the same sample, was considerable. On the one hand, a procedure was needed which was conservative so that: (a) error rate would be controlled to some extent and (b) differences which were statistically significant, but not meaningful, would be minimized. On the other hand, if the procedure was too conservative, potentially meaningful differences might have been missed. Since data from cross-validation samples would

become available from current efforts, extreme conservation was not warranted.

The procedure which was finally adopted was as follows. First, an overall Ftest was conducted to compare group differences on each dependent variable. The significance level was set at .01. Variables for which the p-value was .01 or less were then further analyzed. Confidence bands were established for each mean by adding and subtracting two standard errors of the mean from each mean, where SE = SD/n. Then, only groups for which the confidence bands did not overlap were considered to have significantly different means.

The outcomes associated with the above procedures are described in a series of technical reports and are not covered in the present document. The reports which contain the outcomes from the analyses done during the first phase are Research Reports Numbers 13 through 19.

Discriminant Analyses. A series of stepwise discriminant analyses were conducted in which the dependent variable was the classification into low-achieving and LD groups and the independent variables were the FSCALES. The purposes of these analyses were to determine through multivariate techniques: (a) the extent to which students could be correctly classified into the LD and low-achieving groups, and (b) the relative contribution of each of the FSCALES in affecting such classification. A detailed description of the procedures used in the discriminant analyses and the outcomes of the analyses are presented in Research Report Number 20.

Footnotes

[1]This includes 60 normal-achieving junior high students for whom data have not been analyzed to date.

[2]Because of the large number of means that are being compared, in the epidemiology study as a whole, it is likely that some of these will be "significantly" different on the basis of sampling error alone. A cross-validation study is currently under way in an attempt to substantiate differences found in Research Reports 13-20.

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The process of data collection in a study as large as the Epidemiology Study is a complex one. Many research assistants spend numerous hours searching through school files, contacting teachers and parents, testing students, and scoring tests. The assistance of these individuals is gratefully acknowledged. In particular, the following individuals made major contributions to the procedures and communications with the school districts and with school personnel: Pegi Denton, Bob LaGarde, Patty Lee, Tes Mehring, Sue Nolan, John Schmidt, and Alice Vetter.

Table 1

DEFINITIONS OF EXCLUSIONARY CONDITIONS

(1) Students who are mentally retarded: These are defined as students whose intelligence scores fall below -2 standard deviations from the mean.

(2) Students who are emotionally disturbed: Evidence must show that emotional disturbance was manifested before the student experienced learning problems. The definition of these children which will be used by the Validation Team is as follows: Personal and social adjustment problems typically manifest themselves as marked behavior excesses and deficits which persist over a period of time. Behavior excesses and deficits includes the following:

(a) Aggressive and/or anti-social actions whcih are intended to agitate and anger others or to incur punishment.
(b) Inappropriate and/or uncontrolable emotional responses.
(c) persistent moods of depression or unhappiness.
(d) Withdrawal from interpersonal contacts.
(e) Behaviors centrally oriented to personal pleasure seeking with little or no regard to the consequences of any acts.

Singly or in combination, behavior excesses and deficits may be indicative of emotional disturbance, mental illness, or social maladjustment if they are mainifested over an extended period of time in various environments, and may interfere with social interactions and learning.

(3) Students who are economically disadvantaged: In order to fit this category, a student's family must have financial difficulties so severe that they require substantial assistance from SRS or toher government agencies. Examples of youths who may fit this category are: Youths whose parents are on welfare; a youth whose mother receives ADC payments.

(4) Students who are environmentally disadvantaged: In order to fit this category, a student's home enviornment must have been or be substantially different from the family environment of most children and represent a severe level of deprivation or neglect before the learning problems surfaced. Examples of youths who may fit this category are: A youth who has been formally placed outside the natural home; a youth who was kept in a closet; a youth who was abused or neglected to the extent that formal inquiry was made; a youth who was somehow isolated from any life outside the home; a youth whose parents were killed and has lived in several homes since then.

(5) Students who are culturally disadvantaged: In order to fit this category, a youth must have been raised in a cluture either within or outside of the United States which is substantially different from mainstream American Life. Examples of youths in this category

are: A youth raised with a "cult" or religious sect with schooling which does not approximate public education today; a youth raised in another country with little or no training in reading, speaking or writing English, a youth who has attended a Mennonite or Amish shcool for some years.

(6) Students who are sensorally handicapped: Hearing Impaired. For the purposes of this Institute, the definition for a primary disability in hearing will be a loss of 26 or more decibles in one ear or both ears. This indicates that a youth needs help from a prefessional and is considered a primary impairment by audiologists. Visually Impaired. The definition of a visual acuity less than 20/70 in the better eye with correction, or evidence of chronic narrow filed of vision or any other chronic visual problems other than those that have been corrected with glasses or contact lens.

(7) Students who are physically handicapped: This category would include any student with a physical impairment (e.g., hear ailment, orthopedic handicap) which has resulted in the student not being able to participate in regular school programming and activities.

Table 2

NUMBERS OF STUDENTS PARTICIPATING

Grade Level	District A		District B	
	LA	LD	LA	LD
7	19	22	16	19
8	19	18	20	23
9	14	19	20	22
10	20	22	19	19
11	20	18	22	26
12	20	21	20	17
SUM	112	120	117	126

TOTAL = 475

Table 3

PROCESSING TASK WORD LIST

Practice Trials

A	LOCK	TUBE	SEAT	HAM	CAB	POOK	PIG
B	LION	COIL	BONE	SPOT	POP	WINE	DOCK

Trials

1.	SEA	GOAT	PIT	CORD	EYE	BOLT	TRAP
2.	TIRE	SIGN	FLAG	RING	CITY	BAND	HUT
3.	NEST	STAR	WEED	JAR	DOLL	CARD	BABY
4.	SHOP	FAN	CHIN	LAKE	MAN	BATH	TOOL
5.	TAIL	SLED	KNEE	CLUB	DRUM	OIL	MICE
6.	SHOE	FARM	MILK	GLUE	PIPE	KEY	ROOT
7.	BOY	CENT	TENT	DOOR	WELL	LIST	PAN
8.	SOUR	CAT	LIP	WALL	DUST	PONY	MUD
9.	HAIR	SAFE	CAP	DESK	FACE	TAG	BUG
10.	BED	SINK	PEN	FOX	CAR	MOON	OVEN
11.	FAT	BELL	POOL	RUG	STEP	NET	CELL
12.	OAK	BOAT	WHIP	LANE	COW	DOT	PET
13.	EGG	BULB	CAMP	SAIL	LAWN	ARMY	TEST
14.	BANK	KID	ROCK	GUN	MEAL	COAL	WIRE

Table 4

INTEROBSERVER RELIABILITY ON THE TESTS ADMINISTERED

	Kansas City, Kansas			Shawnee Mission, Kansas			Totals		
	Number Agreements	Total Responses	Percent Agreement	Number Agreements	Total Responses	Percent Agreement	Number Agreements	Total Responses	Percent Agreement
Woodcock-Johnson (seven subtests)	1019	1026	99%	2954	2987	99%	3973	4013	99%
WISC-R/WAIS (vocabulary subtest)	171	173	99%	388	392	99%	559	565	99%
Processing Test	3568	3724	96%	4029	4214	96%	7597	7938	96%

Table 5

INTERSCORER RELIABILITY ON WAIS/WISC-R SUBTESTS

	Kansas City, Kansas			Shawnee Mission, Kansas			Totals		
	Number Agreement	Total Scores	Percent Agreement	Number Agreement	Total Scores	Percent Agreement	Number Agreement	Total Scores	Percent Agreement
Block Design Subtest									
WAIS	120	120	100%	120	120	100%	240	240	100%
WISC-R	131	132	99%	132	132	100%	263	264	99.6%
Vocabulary Subtest									
WAIS	594	600	99%	383	400	96%	977	1000	98%
WISC-R	284	288	99%	437	448	98%	721	736	98%

TABLE 6

Description of Factors and Items in Fscales
Associated with the YOUTH Assessment Instrument

Factor Number	Description	Variables in Fscales	Eigenvalue	Cumulative Proportion of Variance
1	Medical and psychological support services	54, 58, 61, 70, 71, 74, 75, 78	11.899	.131
2	Quality of parent interaction and support as seen by youth	13, 22, 23, 24, 25, 30	4.687	.182
3	Achievement and ability	110, 111, 112, 113	4.106	.227
4	Social - hang around and go places with friends	90, 92, 93, 102, 106	3.432	.265
5	Support from principal, vice-principal, or counselor (would effectively help you)	67, 68, 69	2.635	.294
6	SP, SVP, G counselor (would you seek help)	50, 51, 52	2.398	.320
7	Friend or friend's parent as support system	56, 60, 73, 77	2.355	.346
8	Phone calls - friends - frequency of	88, 89	2.214	.371
9	Total number of school activities	97	1.875	.391
10	Grandparent support	48, 65	1.796	.411
11	Teacher support	49, 66	1.754	.430
12	Brother/sister support	47, 64	1.634	.448
13	Out-of-school activities - number of hours	100	1.592	.466
14	Stay home and entertain self	86	1.487	.482
15	Educational and job expectations	42, 43	1.449	.498
16	Homesum, books - richness of home environment S. E. S.	10, 11	1.424	.514

TABLE 6 (con't)

Description of Factors and Items in Fscales
Associated with the YOUTH Assessment Instrument

Factor Number	Description	Variables in Fscales	Eigenvalue	Cumulative Proportion of Variance
17	Frequently engage in mechanical activities by self	107	1.387	.529
18	Punishment frequency and physicality	14, 16	1.348	.544
19	Learning rate and satisfaction with it	33, 34	1.289	.558
20	Parent's reaction to success	26	1.219	.571
21	Number of friends - close and less close	84, 85	1.202	.584
22	Work to earn money outside home	95	1.176	.597
23	Closest friend's age	82	1.145	.610
24	Time spent watching T.V.	96	1.095	.622
25	Parents lecture as punishment	15	1.077	.634
26	Ratio of number rooms to number people in home	117	1.072	.646
27	Ease in finishing assignments or projects	35	1.025	.657
28	Doing extra work as a punishment technique	18	1.019	.668

TABLE 7

Description of Factors and Items in Fscales

Associated with the PARENT Assessment Instrument

Factor Number	Description	Variables in Fscales	Eigenvalue	Cumulative Proportion of Variance
1	Time and task management	91, 92, 93, 95, 96, 97, 98	8.893	.105
2	Social activities with peers	109, 110, 111, 112, 113, 121	5.436	.169
3	Emotional liability: violent reaction when not getting way	75, 77, 79, 83	4.694	.224
4	Achievement and ability testing	148 to 151	3.953	.270
5	Attention, impulsivity, trouble concentrating	85 to 88	3.013	.306
6	Diet	37 to 42	2.787	.339
7	Time spent and parent help with homework	127, 128, 129	2.492	.368
8	No. of older siblings	7, 53, 159	2.241	.394
9	No. of younger siblings	8, 155, 163	1.992	.418
10	Socioeconomic status: no. of objects in home, (YOUTH Assessment Instrument) occupational and educational levels	145, 158, 160	1.830	.439
11	Staying home: entertains self at home	107, 108, 118	1.749	.460
12	Trouble sleeping/misinterpreting nonverbal cues	101, 105	1.663	.479
13	Depressed, moody	80, 81	1.622	.498

TABLE 7 (con't)

Description of Factors and Items in Fscales

Associated with the PARENT Assessment Instrument

Factor Number	Description	Variables in Fscales	Eigenvalue	Cumulative Proportion of Variance
14	Trouble expressing thoughts	102	1.544	.517
15	Participation in school and out-of-school clubs or activities	122, 123	1.493	.534
16	Parent support of student with a school problem.	131	1.468	.551
17	Moves: no. of schools attended and homes lived in	28, 125	1.382	.568
18	Smoking and drinking during pregnancy	47, 49	1.283	.583
19	Hanging around the neighborhood	119	1.263	.598
20	Glasses prescribed	71	1.205	.612
21	Total no. of illnesses	58	1.183	.626
22	Parent perception of their own teaching effectiveness	130	1.136	.639
23	Parent satisfaction with schooling	137	1.125	.652
24	Youth's eating habits	64	1.065	.665
25	Frequency of school communications	138	1.022	.677

TABLE 8

Description of Factors and Items in Fscales

Associated with the TEACHER Assessment Instrument

Factor Number	Description	Variables in Fscales	Eigenvalue	Cumulative Proportion of Variance
1	Turns in work neat, accurate and ontime	14, 15, 16, 19, 20, -39, 50, 51	22.786	.304
2	Disruptive in class	-3, 5, 7, 8, -11, 22, 40	5.787	.381
3	Orangization, comprehension, recognizing errors, word attack	61, 62, 63, 64, 65, 68	4.490	.441
4	Emotional liability - explodes, etc.	31, 33, 37, 38	3.311	.485
5	Courteous to teacher	9, 10, 21, 28, 32	2.768	.522
6	Achievement and ability testing	104, 105, 106, 107	1.964	.548
7	Word recognition	66, 67	1.657	.570
8	Misinterprets what others say/trouble learning from experiences	55, 56	1.417	.589
9	Depression	34, 35, 47	1.327	.607
10	Social status with peers, social confidence	25, 26, 59	1.232	.623
11	Tardy/skips	2, -23	1.194	.639
12	Coordination/makes decisions easily	44, 53	1.149	.654
Skip 13	No high loadings			
14	S.E.S. No. of objects in home and ratio of no. of rooms to no. of people in home (YOUTH Assessment Instrument)	103, 108	1.014	.682

Table 9

INTER-RECORDER RELIABILITY ON SCHOOL RECORDS DATA

	Number of Agreements	Number of Agreements plus Disagreements	% Of Agreement
Kansas City, Kansas	967	1057	91%
Shawnee Mission, Kansas	1,791	2,077	86%
Totals	2,758	3,134	88%

Table 10

VARIABLES FOR WHICH BETWEEN 10 AND 30 PERCENT OF THE DATA WERE MISSING WITHIN AT LEAST ONE OF THE SAMPLE**

Instrument	Variable Numbers
Youth	43
Parent	28, 114, 158, 163
Regular Teacher	12, 15, 37, 40, 42, 44, thru 48, 51, 52, 53, 55, 56, 57 thru 68, 72 thru 76

** Items and their respective variable numbers are presented in Appendix C.

APPENDIX A

SCHOOL RECORDS SHEET

CONFIDENTIAL INFORMATION - SUBJECT HOME ADDRESS

(This information regarding address will be filed separately under lock and key and will not appear in computer files.)

SUBJECT ID#: ___ ___ ___ ___ ___

Home Address: Street:_____Apt. No:_____

City:_____

State:_____

Zip Code:_____

LEVEL II - SUBJECT DEMOGRAPHIC AND TEST INFORMATION

DATE....._____/_____/_____
Mo. Day Year

PROJECT ID....._____ _____ _____

SUBJECT ID NUMBER.....___ ___ ___ ___ ___

SECTION I - BASIC INFORMATION

1. BIRTHDATE....._____/_____/_____
Mo. Day Year

2. GRADE....._____

OR: If out of high school, total years of schooling received (excluding kindergarten and nursery school)....._____years

3. SEX.....MALE.....1
FEMALE.....2

4. RACE.....WHITE.....1
BLACK.....2
HISPANIC.....3
NATIVE AMERICAN.....4
ASIAN.....5
OTHER.....6

5. SCHOOL:_____

6. DISTRICT:_____

7. This subject is currently and formally classified by the school as:

a. Learning Disabled.....1

b. In a particular special education category other than LD.....2

c. Special education--non-categorical or cross-categorical.....3

d. Not handicapped (for purposes of receiving special education).....4

e. Out of school.....5

f. Other.....6
(Explain):_____

9 Father's Occupation:_____

10. Mother's Occupation:_____

11. The following questions pertain only to those subjects, who you, the principal investigator, have defined as learning disabled for the purposes of your research project. For each of the conditions below are there indications that the condition pertains for that student? These indications would be obtained from sources such as school records or teacher, parent, or other informants' reports. See the related memo for the definitions of these conditions.

For each condition circle the number under the appropriate column.

	No Information Was Obtained	Information Indicates No Problem	Information Indicates a Problem
Emotional Disturbance or Personal & Social Adjustment Problems	0	1	2
Hearing Impairment	0	1	2
Visual Impairment	0	1	2
Physically Handicapped	0	1	2
Cultural Disadvantage	0	1	2
Environmental Disadvantage	0	1	2
Economic Disadvantage	0	1	2
Subject Obtained a Very Low Score on an Ability or IQ Test (i.e., -2 SD's below the mean, or worse)	0	1	2

If any of the above conditions are indicated for this subject, what information points to the presence of these conditions?

_____

_____

_____

_____

_____

_____

_____

_____

SECTION II - STANDARDIZED TEST DATA

In the following section, report the most recent scores available. Report data from individually administered tests if these are available; otherwise, report data from group administered tests. For intelligence and other ability tests, report only summary scores. (e.g., for the WISC-R, report the Verbal, Performance, and Full Scale I.Q.s but not the subtest scaled scores.)

A. Ability/Aptitude/Intelligence Test Scores

Full Name of Test (including Form)	Type of Subtest (e.g. Verbal/Performance/ Quantitative/Full Scale	Standard Score or IQ Score	Mental Age	%ile Score by Age	%ile Score by Grade	Grade Placement at Testing	Date(s) of Administration		
							mo.	day	yr

B Achievement Test Data

1. Reading

Full Name of Test (including Form)	Name of Subtest(s)	Standard Score	Grade Score	Age Score	%ile Score by Age	%ile Score by Grade	Grade Placement at Testing	Date(s) of Administration		
								mo.	day	yr.

2. Math

Full Name of Test (including Form)	Name of Subtest(s)	Standard Score	Grade Score	Age Score	%ile Score by Age	%ile Score by Grade	Grade Placement at Testing	Date(s) of Administration mo.	day	yr.

3. Written Expression

Full Name of Test (including Form)	Name of Subtest(s)	Standard Score	Grade Score	Age Score	%ile Score by Age	%ile Score by Grade	Grade Placement at Testing	Date(s) of Administration mo.	day	yr.

4. Spelling

Full Name of Test (including Form)	Name of Subtest(s)	Standard Score	Grade Score	Age Score	%ile Score by Age	%ile Score by Grade	Grade Placement at Testing	Date(s) of Administration mo.	day	yr.

5. Listening Comprehension

Full Name of Test (including Form)	Name of Subtest(s)	Standard Score	Grade Score	Age Score	%ile Score by Age	%ile Score by Grade	Grade Placement at Testing	Date(s) of Administration mo.	day	yr.

6. Study Skills

Full Name of Test (including Form)	Name of Subtest(s)	Standard Score	Grade Score	Age Score	%ile Score by Age	%ile Score by Grade	Grade Placement at Testing	Date(s) of Administration mo.	day	yr.

7. Other

Full Name of Test (including Form)	Name of Subtest(s)	Standard Score	Grade Score	Age Score	%ile Score by Age	%ile Score by Grade	Grade Placement at Testing	Date(s) of Administration mo.	day	yr.

SECTION III - OTHER DEMOGRAPHIC INFORMATION

1. Were any of the following born outside of the United States?

	NO	YES	If yes, where?
Subject	1	2	_____
Subject's mother	1	2	_____
Subject's father	1	2	_____

2. Circle the grades that this subject has repeated.

None K 1 2 3 4 5 6 7 8 9 10 11 12

3. Circle the grades in which this subject formally received special education services.

None K 1 2 3 4 5 6 7 8 9 10 11 12

4. Is this subject currently and formally classified as learning disabled?

No.....1
Yes.....2

If No, has the subject ever been classified as LD in previous years?.....No.....1
Yes.....2

5. How many days was this student absent during the last whole year? (only applies to in-school youth)..... _____

6. What is the highest level of education of the subject's father?

Grade School.....1
Some high school.....2
High school diploma or GED.....3
Trade or vocational school certificate.....4
Some college.....5
College degree.....6
Graduate or professional degree.....7

7. What is the highest level of education of the subject's mother?

Grade school.....1
Some high school.....2
High school diploma or GED.....3
Trade or vocational school certificate.....4
Some college.....5
College degree.....6
Graduate or professional degree.....7

8. Is a language other than English the typical language spoken in the home?.....NO.....1
YES.....2

If yes, what language: _____

APPENDIX B

INSTRUCTIONS FOR VALIDATION TEAM MEMBERS

Instructions for Validation Team Members

The task of the Validation Team is to decide whether or not a given subject should be included in our LD sample. The basis for this decision will be an exclusionary one; that is, we will only include a student in the LD group if he/she does not fit a description of students who are excluded from the LD definition. Those individuals who are excluded in the LD definition are:

1. Students with no deficits in the 8 areas (math calc., math reasoning, reading rec., reading comp., oral expression, written expression, listening, spelling).

2. Students who are mentally retarded (see attached definition).

3. Students who are emotionally disturbed (see attached definition).

4. Students who are economically disadvantaged (see attached definition).

5. Students who are culturally disadvantaged (see attached definition).

6 Students who are environmentally disadvantaged (see attached definition).

7. Students who are physically or sensorally handicapped (see attached definition).

Your task as a validation team member is to read each student's file and look for evidence of any of the above exclusionary criteria. If a student fits any of the above seven categories, vote "No" for that student. If the student fits none of the categories, vote "Yes" for that student.

On your voting sheet, put the student's code numbers on the left side of the page in a column. Make two more columns for "Yes" and "No" votes. Check the column to indicate your vote.

Example:

Student's Nos.	Yes	No
001	X	
002		X
003	X	

CRITERIA FOR INCLUSION IN LD SAMPLES

Please use these criteria for filling out #16 on the School Records Data Sheet

The Validation Team will decide whether or not a given subject fits within the Institute's concept of the LD population. The basic for this decision will be an exclusionary one; that is, a student will be a validated member of the LD population if she/he does not fit a description of students who are excluded from the population by the LD definition. In order to make this decision, the Validation Team needs information concerning each of your subjects. Those students who will be excluded from the LD population of the Institute area:

(1) Students with no deficits in the 8 areas specified in the LD definition (math calculation, math reasoning, reading recognition, reading comprehension, oral expression, written expression, listening, spelling).

(2) Students whose intelligence scores fall below -2 standard deviations from the mean.

(3) Students who fit the definition of "children with personal and social adjustment problems" which were manifested before the student evidenced learning problems. The definition of these children which will be used by the Validation Team is as follows: Personal and social adjustment problems typically manifest themselves as marked behavior excesses and deficits which persist over a period of time. Behavior excesses and deficits includes the following:

(a) Aggressive and/or anti-social actions which are intended to agitate and anger others or to incur punishment.

(b) Inappropriate and/or uncontrollable emotional responses.

(c) Persistent moods of depression or unhappiness.

(d) Withdrawal from interpersonal contacts.

(e) Behaviors centrally oriented to personal pleasure seeking with little or no regard to the consequences of any acts.

Singly or in combination, behavior excesses and deficits may be indicative of emotional disturbance, mental illness, or social maladjustment if they are mainifested over an extended period of time in various environments, and may interfere with social interactions and learning.

(4) Students who are economically disadvantaged. In order to fit this category, a student's family must have financial difficulties so severe that they require substantial assistance from SRS or other government agencies. Examples of youths who may fit this category are: Youths whose parents are on welfare; a youth whose mother receives ADC payments.

(5) Students who are environmentally disadvantaged. In order to fit this category, a student's home environment must have been or be substantially different from the family environment of most children and represent a severe level of deprivation or neglect before the learning problems surfaced. Examples of youths who may fit this category are: A youth who has been formally placed outside the natural home; a youth who was kept in a closet; a youth who was abused or neglected to the extent that formal inquiry was made; a youth who was somehow isolated from any life outside the home; a youth whose parents were killed and has lived in several homes sincethen.

(6) Students who are culturally disadvantaged. In order to fit this category, a youth must have been raised in a culture either within or outside of the United STates which is substantially differnt from mainstream American life. Examples of youths in this category are: A youth raised within a "cult" or religious sect with schooling which does not approximate public education today; a youth raised in another country with little or not training in reading, speaking or writing English; a youth who has attended a Mennonite or Amish school for some years.

(7) Students who are sensorally handicapped. Hearing Impaired. For the purposes of this Institute, the definition for a primary disability in hearing will be a loss of 20 or more decibels in one ear or both ears. This indicates that a youth needs help from a professional and is considered a primary impairment by audiologists. Visually Impaired. The definition of a visual acuity less than 20/70 in the better eye with correction, or evidence of chronic narrow field of vision or any other chronic visual problems other than those that have been corrected with glasses or contact lens.

(8) Students who are physically handicapped. This category would include any student with a physical impairment (e.g., heart ailment, orthopedic handicap) which has resulted in the student not being able to participate in regular school programming and activities.

In summary, students with no deficits and students whose deficits might be linked to some other disability or disadvantage will not be members of the LD population as determined by the Validation Team of the Institute.

APPENDIX C

Youth, Parent and Regular Teacher Questionnaire

"YOUTH ASSESSMENT"

YOUTH

INSTRUCTIONS FOR FILLING THIS OUT

PLEASE READ BEFORE STARTING

This survey is being conducted under guidelines established by the University of Kansas. By cooperating, you will help provide answers to important questions; however, your participation is strictly voluntary. Confidentiality will be guarded; your name will not be associated with your answers in any public or private report of the results. By returning this survey you are consenting to participate in this research.

There are several types of questions in this instrument. Please answer each question as indicated in the following examples. If you don't know the answer to a question, or don't wish to answer a question, just leave that question blank and move on to the next question.

Type 1

This type of question asks you to fill in a blank. Just put the answer in the blank which is located on the right side of the page.

Example question and answer

How many hours a day do you spend watching T.V.? 3 hours

Type 2

This type of question asks you to select one of several answers as best representing your situation. There will be only one column of numbers to the right of the possible answers. Please circle the number next to the one answer that best fits your situation.

Example question and answer

How satisfied are you with the weather today?

Completely dissatisfied	1
Dissatisfied	(2)
Neither satisfied nor dissatisfied	3
Satisfied	4
Completely satisfied	5

Type 3

This type of question will have two or more columns of numbers to the right of the answers. Circle one number below the appropriate column for each answer.

Example questions and answers

1. What do you do in your free time?

	No	Yes
Participate in sports	(1)	2
Do crafts	1	(2)
Play an instrument	1	(2)

2. How often do you engage in the following activities?

	Never	Once a year	Once a month	Once a week	Once a day
Participate in sports	0	(1)	2	3	4
Do crafts	0	1	2	(3)	4
Play an instrument	0	1	2	3	(4)

"YOUTH ASSESSMENT"

Youth Code No:_____

Date:_____

First, we would like to know some information about you, your family, and your home.

1. a. What is your correct height? ____ft.____in. VAR 6

   b. How much do you weigh? ____lbs. VAR 7

2. a. In all, how many rooms are there in your home? (Count all the rooms: bedrooms, bathrooms, kitchen, dining room, rec. room, enclosed porch, etc.) _____rooms VAR 8

   b. In all, how many people live in your home? (Include yourself, brothers, sisters, parents, relatives, boarders, housekeeper, etc.) _____people VAR 9

3. Please say whether or not the following items are in your home.

	No	Yes	
A radio	1	2	
A telephone	1	2	
A television	1	2	
A bicycle	1	2	
A phonograph	1	2	
A dictionary	1	2	
A set of encyclopedias	1	2	
30 other books or more	1	2	
A family car	1	2	
A typewriter	1	2	
A dog or cat	1	2	
A fish in a tank	1	2	
A newspaper delivered daily	1	2	
A weekly news magazine	1	2	
A pair of binoculars	1	2	
More than 10 phonograph records	1	2	
A map or globe of the world	1	2	VAR 10

4. How many books are in your home?

None or very few (0-10)	1	
A few books (11-25)	2	
One bookcase full (26-100)	3	
Two bookcases full (101-250)	4	
Three or four bookcases full (251-500)	5	
A room full (501 or more)	6	VAR 11

5. a. When your parents try to teach you something new, do they do any of these things?

	No	Yes	
They tell me what to do	1	2	
They give me examples or tell stories	1	2	
They show me what to do	1	2	
They give me reasons for doing it a particular way	1	2	
We work together to get a solution	1	2	
They have me practice the new skill	1	2	
They tell me what I do right	1	2	
They tell me what I do wrong	1	2	Sum 12

b. How satisfied are you with the way your parents teach you new things?

- Completely dissatisfied . . . 1
- Dissatisfied . . . 2
- Slightly dissatisfied . . . 3
- Neither satisfied nor dissatisfied . . . 4
- Slightly satisfied . . . 5
- Satisfied . . . 6
- Completely satisfied . . . 7 VAR 13

6. a. If you do something very bad (like taking the car without permission), do your parents punish you?

- Almost never . . . 1
- Sometimes . . . 2
- Often . . . 3
- Almost always . . . 4 VAR 14

b. Do your parents do any of these things to punish you?

	No	Yes	
Lecture you	1	2	VAR 15
Hit you (spank, slap)	1	2	VAR 16
Restrict your privileges around the home	1	2	VAR 17
Make you do extra work	1	2	VAR 18
Other (explain _____)	1	2	VAR 19
			20
			Sum 21

7. a. When you don't know why your parents have made a rule, do they explain the reason?

- Almost never . . . 1
- Sometimes . . . 2
- Often . . . 3
- Almost always . . . 4 VAR 22

b. How satisfied are you with the reasons your parents give you?

- Very dissatisfied . . . 1
- Dissatisfied . . . 2
- Slightly dissatisfied . . . 3
- Neither satisfied nor dissatisfied . . . 4
- Slightly satisfied . . . 5
- Satisfied . . . 6
- Very satisfied . . . 7 VAR 23

8. How often do your parents know where you are when you're away from home?

- Never . . . 0
- Rarely . . . 1
- A few times . . . 2
- About half the time . . . 3
- Often . . . 4
- Quite often . . . 5
- Always . . . 6 VAR 24

9. About how often do you talk to your parent or parents about things that are happening in your life?

- Rarely, if ever . . . 0
- Once a month . . . 1
- 2-3 times a month . . . 2
- Once a week . . . 3
- 2-3 times a week . . . 4
- Once a day . . . 5
- More than once a day . . . 6 VAR 25

10. If you got a good grade on a test in school, what probably would happen?

- My parents lecture me about why can't I do that all the time . . . 1
- Nothing happens . . . 2
- My parents tell me I did a good job . . . 3
- My parents tell me I did a good job and arrange something special like taking me someplace, or spending extra time with me . . . 4 VAR 26

11. If you got a failing grade, what probably would happen?

- I'd get punished (e.g., get grounded, get hit, have to do extra work at home) . . . 1
- My parents would give me a lecture about improving . . 2
- Nothing happens . . . 3
- My parents would listen to me tell about my problems in school . . . 4
- My parents would listen to me and help me in whatever way possible . . . 5 VAR 27

12. a. How much time do you spend doing homework each night on the average?

- No time . . . 0
- Less than 15 minutes . . . 1
- Between 15 and 30 minutes . . . 2
- Between 30 and 60 minutes . . . 3
- Between 1 and 2 hours . . . 4
- Between 2 and 3 hours . . . 5
- More than 3 hours . . . 6 VAR 28

b. Each evening, how much time on the average do your parents spend helping you do your homework?

- No time . . . 0
- Less than 15 minutes . . . 1
- Between 15 and 30 minutes . . . 2
- Between 30 and 60 minutes . . . 3
- Between 1 and 2 hours . . . 4
- Between 2 and 3 hours . . . 5
- More than 3 hours . . . 6 VAR 29

13. How good are your parents in helping you with your homework?

- They confuse me more . . . 1
- They do an O.K. job explaining things . . . 2
- They really help me to understand things and do a great job . . . 3 VAR 30

Now we would like to know a few things about how you feel about school and your goals for yourself.

14. Some people your age like going to school and some don't. How do you like school?

- I dislike school very much . . . 1
- I dislike school . . . 2
- I don't care one way or the other . . . 3
- I like school fairly well . . . 4
- I like school very much . . . 5 VAR 31

15. If you had your choice among these things, which one would you choose on a school day?

- Skipping school all day . . . 1
- Going to school for part of the day (which part?_____) . . . 2
- Going to school for regular school hours . . . 3
- Going to school and getting there early or staying late to take part in school activities . . . 4 VAR 32

16. Which of the following descriptions most closely describes how fast you learn new things in comparison to other kids?

- I have a hard time and learn very slowly . . . 1
- I have some difficulties . . . 2
- I learn at about the same rate as most other kids . . 3
- I learn a bit quicker than the other kids . . . 4
- I learn alot quicker than the other kids . . . 5 VAR 33

17. How do you feel about the way you learn new things?

- Completely dissatisfied . . . 1
- Dissatisfied . . . 2
- Slightly dissatisfied . . . 3
- Neither satisfied nor dissatisfied . . . 4
- Slightly satisfied . . . 5
- Satisfied . . . 6
- Completely satisfied . . . 7 VAR 34

"YOUTH ASSESSMENT"

18. How easy is it for you to complete tasks or projects that you have started (e.g., a homework assignment, sewing project, model-building project)?

- I never finish things . . . 1
- I usually don't finish . . . 2
- I finish things about half the time . . . 3
- I usually finish things . . . 4
- I always finish things . . . 5 VAR 35

19. a. How satisfied are you with the way you're actually doing in school?

- Completely dissatisfied . . . 1
- Dissatisfied . . . 2
- Slightly dissatisfied . . . 3
- Neither satisfied nor dissatisfied . . . 4
- Slightly satisfied . . . 5
- Satisfied . . . 6
- Completely satisfied . . . 7 VAR 36

b. If you're dissatisfied, which of these reasons best tells why you think you're not doing better? VAR 37

- I just don't learn like others do . . . 1 VAR 38
- The work is too hard . . . 2 VAR 39
- I've had bad luck in school . . . 3 VAR 40
- I don't care about school . . . 4 VAR 41

20. How much schooling do you actually expect to get eventually?

- Some high school . . . 1
- High school graduation . . . 2
- On the job apprenticeship . . . 3
- Trade or business school . . . 4
- Some college or junior college . . . 5
- College graduation (four years) . . . 6
- Graduate or professional degree . . . 7 VAR 42

21. What kind of a job do you think you will eventually have? (e.g., farmer, secretary, housewife, doctor, carpenter) _____ VAR 43, 44, 45

Next we would like to know how you might go about solving any problems you might have.

22. If you were having problems in school, in getting along with teachers or students or in doing your work, how likely would it be that you would ask the following people for their help?

	Not at all Likely	Somewhat Likely	Likely	Very Likely	
Parents	0	1	2	3	VAR 46
Brother or sister	0	1	2	3	VAR 47
Grandparent	0	1	2	3	VAR 48
Teacher	0	1	2	3	VAR 49
School principal	0	1	2	3	VAR 50
School vice principal	0	1	2	3	VAR 51
Guidance counselor	0	1	2	3	VAR 52

	Not at all Likely 0	Somewhat Likely 1	Likely 2	Very Likely 3	
School nurse					VAR 53
School psychologist	0	1	2	3	VAR 54
Minister/Rabbi/Priest	0	1	1	3	VAR 55
Friend	0	1	2	3	VAR 56
Family Doctor	0	1	2	3	VAR 57
Psychologist in Community	0	1	2	3	VAR 58
Coach	0	1	2	3	VAP 59
Friend's Parent	0	1	2	3	VAR 60
Social Worker	0	1	2	3	VAP 1

Is there anyone else you might ask for help? (please list) VAR 62

_____

_____

_____

_____

23. If you were having trouble in school, in getting along with teachers or other students or in doing your work, how likely is it that the following people would effectively help you?

	Not at all Likely 0	Somewhat Likely 1	Likely 2	Very Likely 3	
Parents					VAR 63
Brother or sister	0	1	2	3	VAR 64
Grandparent	0	1	2	3	VAR 65
Teacher	0	1	2	3	VAR 66
School principal	0	1	2	3	VAR 67
School vice principal	0	1	2	3	VAR 68
Guidance counselor	0	1	2	3	VAP 69
School nurse	0	1	2	3	VAR 70
Scho psychologist	0	1	2	3	VAR 71

	Not at all Likely 0	Somewhat Likely 1	Likely 2	Very Likely 3	
Minister/Rabbi/Priest					VAR 72
Friend	0	1	2	3	VAR 73
Family Doctor	0	1	2	3	VAR 74
Psychologist in Community	0	1	2	3	VAR 75
Coach	0	1	2	3	VAR 76
Friend's Parent	0	1	2	3	VAR 77
Social Worker	0	1	2	3	VAR 78

24. a. If you were having a problem in school (like a teacher was treating you unfairly), would you do something about it?

No . . . 1
Yes . . 2 VAR 79

b. If yes, what would you do?

I'd work it out myself . . . . . 1 VAR 80
I'd ask someone for advice and help 2

25. When you have problems at school or home, how often do you talk privately to one of your teachers about these problems?

Never 0
Once or twice a term 1
About once or twice a month 2
About once or twice a week 3
Nearly everyday . . . . . 4 VAR 81

Now we would like to know some information about your friends and how you spend your free time.

26. a. How old is your closest friend?

_____years VAR 82

b. How do you know this person?

A member of your family 1
From your neighborhood 2
From your school 3
From your out-of-school activities 4
Other (explain_____) . 8 VAR 83

27. How many close friends do you have that you can talk to about things that are very important to you?

_____close friends VAR 84

28. How many friends do you have that you can go places with or share activities with?

_____friends VAR 85

29. About how often do you do the following activities during your free time?

	Never	1-2 times a year	Once a month	2-3 times a month	Once a week	2-3 times a week	Daily	More than 3 times a day	
Stay home and entertain yourself	0	1	2	3	4	5	6		VAR 86
Stay home and do things with family	0	1	2	3	4	5	6		VAR 87
Call a friend on the phone just to talk	0	1	2	3	4	5	6	7	VAR 88
Receive phone calls from friends	0	1	2	3	4	5	6	7	VAR 89
Go somewhere with a friend who asks you to go	0	1	2	3	4	5	6		VAR 90
Have a friend over to your house	0	1	2	3	4	5	6		VAR 91
Ask a friend to go somewhere with you	0	1	2	3	4	5	6		VAR 92
Hang around the neighborhood with other kids	0	1	2	3	4	5	6		VAR 93
Hang around downtown or shopping center with other kids	0	1	2	3	4	5	6		VAR 94
Work to earn money outside your home	0	1	2	3	4	5	6		VAR 95

30. About how much time do you spend watching T.V. each day on the average?

None 0
Less than 30 minutes 1
Between 30 and 60 minutes 2
Between 1 and 2 hours 3
Between 2 and 3 hours 4
Between 3 and 4 hours 5
More than 4 hours . . . . . 6 VAR 96

31. a. In what kinds of school activities do you participate this year?

	No	Yes
a. Sports between schools (e.g., Varsity, Jr. Varsity)	1	2
b. Within school sports (intramurals)	1	2
c. Sports related activities (cheerleader, pep club, twirler, drill team)	1	2
d. Band, orchestra, or other group instrumental music activity	1	2
e. Vocal groups (chorus, etc.)	1	2
f. School newspaper, yearbook, or other publication	1	2
g. Student government (e.g., student council representative, student council officer, class officer)	1	2
h. School plays	1	2
i. Social events (e.g., homecoming dance, pep rallies, school proms)	1	2
j. Junior Achievement	1	2

k. Future Farmers of America (FFA)	1	2
l. Vocational and Industrial Clubs of America (VICA)	1	2
m. Clubs (if yes, list below)	1	2

_____ Sum 97

_____

_____

b. About how many hours do you spend each week in these kinds of school activities?

_____hours VAR 98

32. a. In what kinds of out-of-school activities do you take part this year?

	No	Yes
a. Boy/Girl Scouts	1	2
b. Explorer's Club	1	2
c. Boy's Club	1	2
d. YMCA or YWCA activities (e.g., Tri-Y or Tri-Hi-Y)	1	2
e. 4-H	1	2
f. Community Service groups (e.g., candystripers, meals on wheels, nurse's aide)	1	2
g. Church or religious groups (e.g., Campus Life, Youth for Christ, Christian Athletes)	1	2
h. Taking lessons	1	2

In what? _____ Sum 99

i. Other (please list)

_____

_____

_____

b. About how many hours do you spend on these kinds of organized, out-of-school activities each week?

_____hours VAR 100

33. Have you ever taken part in any of the following programs?

	No	Yes	
Community Recreation Programs	1	2	
Mental Health Clinic Programs	1	2	
Juvenile Court Programs	1	2	
Police Department Programs	1	2	
Big Brother/Big Sister Programs	1	2	
Welfare Programs	1	2	
Neighborhood Programs	1	2	
Community Service Programs	1	2	
Tutoring Programs	1	2	
Summer School Programs	1	2	VAR 101

"YOUTH ASSESSMENT"

10

34. On the average, how often do you take part in the following activities?

	Never	1-2 times a year	Once a month	2-3 times a month	Once a week	2-3 times a week	Daily	
Just hanging around with friends	0	1	2	3	4	5	6	VAR 102
Going to the movies with friends	0	1	2	3	4	5	6	VAR 103
Creative arts or hand crafts (painting, drawing, leather work, photography) by yourself	0	1	2	3	4	5	6	VAR 104
Reading for pleasure by yourself	0	1	2	3	4	5	6	VAR 105
Playing games with friends	0	1	2	3	4	5	6	VAR 106
Mechanical activities (fixing things, auto repair, building things) by yourself	0	1	2	3	4	5	6	VAR 107
Sport spectating with friends	0	1	2	3	4	5	6	VAR 108
Listening to records or radio by yourself	0	1	2	3	4	5	6	VAR 109

"PARENT ASSESSMENT"

INSTRUCTIONS FOR FILLING THIS OUT

PLEASE READ BEFORE STARTING

This survey is being conducted under guidelines established by the University of Kansas. By cooperating, you will help provide answers to important questions; however, your participation is strictly voluntary. Confidentiality will be guarded; your name will not be associated with your answers in any public or private report of the results. By returning this survey you are consenting to participate in this research.

There are several types of questions in this instrument. Please answer each question as indicated in the following examples. If you don't know the answer to a question, or don't wish to answer a question, just leave the answer blank and move on to the next question.

Type 1

This type of question asks you to fill in a blank. Just put the answer in the blank which is located on the right side of the page.

Example question and answer

How many hours a day do you spend watching T.V.? 3 hours

Type 2

This type of question asks you to select one of several answers as best representing your situation. There will be only one column of numbers to the right of the possible answers. Please circle the number next to the one answer that best fits your situation.

Example question and answer

How satisfied are you with the weather today?

Completely dissatisfied	1
Dissatisfied	(2)
Neither satisfied nor dissatisfied	3
Satisfied	4
Completely satisfied	5

Type 3

This type of question will have two or more columns of numbers to the right of the answers. Circle one number below the appropriate column for each answer.

Example questions and answers

1. What do you do in your free time?

	No	Yes
Participate in sports	(1)	2
Do crafts	1	(2)
Play an instrument	1	(2)

2. How often do you engage in the following activities?

	Never	Once a year	Once a month	Once a week	Once a day
Participate in sports	0	(1)	2	3	4
Do crafts	0	1	2	(3)	4
Play an instrument	0	1	2	3	(4)

"PARENT ASSESSMENT"

Code Number:_____

Date:_____

Unless indicated otherwise, the questions in this questionnaire refer to your son or daughter, _____. We would like to know a few things about your family. Please answer the following questions after reading the instructions.

VAR 2 1. What is your sex?

Male . . . 1
Female . . 2

VAR 3 2. What is your relationship to this son/daughter?

Natural parent 1
Grandparent 2
Stepparent 3
Adoptive parent 4
Foster parent 5
Other (please explain: _____). . 8

VAR 4 3. a. What is your marital status?

Single 1
Married 2
Widowed 3
Separated 4
Divorced 5

VAR 5 4. How many sisters does this son/daughter have? _____ sisters

VAR 6 5. How many brothers does this son/daughter have? _____ brothers

VAR 7 6. To how many children did the mother give birth before this son/daughter.

VAR 8 7. To how many children did the mother give birth after this son/daughter? _____ children

VAR 9 8. What is the family heritage of this son/daughter's biological mother?

White 1
Black 2
Spanish-American 3
Native-American 4
Asian 5
Other (explain _____). . 8

VAR 10 9. What is the family heritage of this son/daughter's biological father?

White 1
Black 2
Spanish-American 3
Native-American 4
Asian 5
Other (explain _____). . 8

VAR 11 10. Please specify the highest level of education you have achieved:

Grade school 1
Some high school 2
High school diploma or GED 3
Trade or vocational school certificate . . 4
Some college 5
College degree 6
Graduate or professional degree 7

VAR 12 11. Please specify the highest level of education your spouse has achieved:

Grade school 1
Some high school 2
High school diploma or GED 3
Trade or vocational school certificate . . 4
Some college 5
College degree 6
Graduate or professional degree 7

VAR 13 12. What is your occupation? (e.g., farmer, teacher, housewife, welder):
VAR 14, VAR 15

13. What is your spouse's occupation? VAR 16, VAR 17, VAR 18

VAR 19 14. About how many hours per week did the mother of this son/daughter work outside the home when this son/daughter was young (between birth and 3 years old)? _____ hours per week

15. Have any of the following persons experienced learning or other handicapping problems?

		No	Yes
VAR 20----	Child's mother	1	2
VAR 21----	Child's father	1	2
VAR 22----	Child's brother	1	2
VAR 23----	Child's sister	1	2
VAR 24----	Anyone else in the family (please describe _____)	1	2

VAR 25 - sum

VAR 26 16. Do you speak a language other than English in your home?

No 1
Yes 2

VAR 27 If yes, what language do you speak the most? _____

VAR 28 17. In how many different homes has this son/daughter lived since birth? _____ homes

VAR 29
VAR 30
VAR 31
VAR 32

18. If this son/daughter is not the first born child, what is the birth date of the child who was born right before this son/daughter?

___/___/___
no. day year

VAR 33
VAR 34
VAR 35
VAR 36

19. If this son/daughter is not the last child to be born, what is the birth date of the child who was born right after this son/daughter?

___/___/___
no. day year

20. About how often does your family eat the following foods?

		Less than once a week	Once a week	2-3 times a week	Once a day	Twice a day	Three or more times a day
VAR 37	Dairy products (milk, cheese)	1	2	3	4	5	6
VAR 38	Vegetables (peas, carrots, etc.)	1	2	3	4	5	6
VAR 39	Fruits (apples, orange juice)	1	2	3	4	5	6
VAR 40	Meats (chicken, beef, fish)	1	2	3	4	5	6
VAR 41	Grains (breads, cereals)	1	2	3	4	5	6
VAR 42	Other foods (potato chips, candy, cake, sugar, cereal, pop)	1	2	3	4	5	6

Now we would like to ask you some questions about _____'s health and medical history.

VAR 43
VAR 44
VAR 45

21. What is this son/daughter's birth date?

___/___/___
no. day year

VAR 46

22. How would you describe the mother's health during her pregnancy with this son/daughter?

She was very ill and confined to bed much of the time 1
She was ill and had to restrict her activities 2
She had severe morning sickness 3
She had morning sickness at first and then felt good the rest of the time 4
She was generally healthy 5
She was very healthy 6

23. Did the mother do any of the following during her pregnancy with this son/daughter?

VAR 47 a. Smoke cigarettes? No . . . . . 1 Yes 2
VAR 48 If yes, about how many cigarettes each day? _____ cigarettes
VAR 49 b. Drink alcoholic beverages? No . . . . . 1 Yes 2
VAR 50 If yes, about how many glasses each week? _____ glasses
VAR 51 c. Use drugs prescribed by the doctor? No . . . . . 1 Yes 2
VAR 52 d. Use drugs not prescribed by the doctor? No . . . . . 1 Yes 2

VAR 53

24. How old was the mother when this son/daughter was born?

_____ years

VAR 54

25. During what month of pregnancy was the son/daughter born?

_____ month

VAR 55
VAR 56

26. Was there anything unusual about this son/daughter at birth (e.g., breathing problems, jaundice, feeding problems)? No . . . . . 1 Yes 2

If yes, what was it? _____

VAR 57

27. How healthy was this son/daughter during the first month of life?

Required intensive care 1
Required observation but not transferred to intensive care 2
Healthy with a few minor problems 3
Very healthy 4

VAR 58 (ILLSUM)

28. Indicate whether or not your son/daughter has had any of the following illnesses or conditions.

	No	Yes
Measles	1	2
German Measles (3-day)	1	2
Scarlet Fever	1	2
Chicken Pox	1	2
Dyptheria	1	2
Mumps	1	2
Polio	1	2
Encephalitis	1	2
Tonsilitis	1	2
Ear Infection	1	2
Strep Throat	1	2
Asthma	1	2
Allergies	1	2
Visual problems	1	2

	No	Yes
Hearing problems	1	2
Seizures or convulsions	1	2
Speech or language problems	1	2
High fever (above 104°) for several days in a row	1	2
Diabetes	1	2
Colic	1	2
Fainting	1	2
Other (please explain:_____)	1	2

VAR 59 (DIAGSUM)

29. Has your son/daughter ever received any of the following diagnoses?

	No	Yes	Age of diagnoses
Minimal Brain Dysfunction (MBD)	1	2	_____
Emotionally disturbed	1	2	_____
Hyperactive	1	2	_____
Learning disabled	1	2	_____
Reading disabled	1	2	_____
Dyslexia	1	2	_____
Mentally retarded	1	2	_____
Gifted	1	2	_____
Aphasic	1	2	_____
Other (specify:_____)	1	2	_____

VAR 60

30. Has your son/daughter had any accidents which knocked him/her unconscious?
No 1
Yes 2

VAR 61
VAR 62
VAR 63

31. Has your son/daughter had any serious accidents which required hospital care?
No 1
Yes 2

If yes, what were the results of those accidents? (e.g., broken arm, concussion, cuts on face, surgery, etc.) _____

_____

_____

VAR 64

32. How would you describe the eating habits of this son/daughter?
We've always had trouble feeding him/her since infancy 1
He/she became a picky eater after infancy and continues to be one 2
He/she was a picky eater for a while, but now eats without problems 3
He/she has always eaten without problems . . . 4

VAR 65
VAR 66
VAR 67

33. Is your son/daughter taking any prescribed medication now?
No 1
Yes 2

If yes, what medications? _____

_____

VAR 68
VAR 69
VAR 70

34. Has your son/daughter taken medications for long periods of time (more than 6 months)?
No 1
Yes 2

If yes, what medications? _____

_____

VAR 71

35. a. Have glasses ever been prescribed for your son/daughter?
No 1
Yes 2

VAR 72

b. If yes, does he/she now wear them?
No 1
Yes 2

VAR 73

36. a. Has a hearing aid ever been prescribed for your son/daughter?
No 1
Yes 2

VAR 74

b. If yes, does he/she now wear it?
No 1
Yes 2

37. Now we would like you to describe _____'s behavior. How often do the following statements describe him/her?

		Never	Rarely	Sometimes	About Half the Time	Often	Quite Often	Always
VAR 75	1. He/she gets along well with authority figures (parents, teachers, principal, etc.)	1	2	3	4	5	6	7
VAR 76	2. When criticized, he/she tries very hard to improve	1	2	3	4	5	6	7
VAR 77	3. When criticized, he/she cannot control his/her emotions (e.g., cries, screams, has temper outbursts)	1	2	3	4	5	6	7
VAR 78	4. When praised, he/she is appreciative	1	2	3	4	5	6	7
VAR 79	5. When not getting his/her own way, he/she reacts violently (crying, screaming, tantrums)	1	2	3	4	5	6	7

			Never	Rarely	Some-times	About Half the Time	Often	Quite Often	Always
VAR 80	6.	He/she is depressed or sad most of the time	1	2	3	4	5	6	7
VAR 81	7.	He/she is moody (sometimes up, sometimes down, with no apparent reason)	1	2	3	4	5	6	7
VAR 82	8.	When having problems, he/she works them out alone	1	2	3	4	5	6	7
VAR 83	9.	He/she has a temper and explodes easily	1	2	3	4	5	6	7
VAR 84	10.	He/she gets very excited easily	1	2	3	4	5	6	7
VAR 85	11.	He/she does not stay with a task for more than 5-10 minutes without losing interest	1	2	3	4	5	6	7
VAR 86	12.	He/she acts on impulse without thinking	1	2	3	4	5	6	7
VAR 87	13.	He/she has trouble concentrating	1	2	3	4	5	6	7
VAR 88	14.	He/she goes along with group values rather than making own decisions	1	2	3	4	5	6	7
VAR 89	15.	When taken advantage of, he/she stands up for his/her rights	1	2	3	4	5	6	7
VAR 90	16.	When given a choice, he/she makes decisions easily.	1	2	3	4	5	6	7
VAR 91	17.	He/she is on time to activities and events	1	2	3	4	5	6	7
VAR 92	18.	He/she takes care of belongings	1	2	3	4	5	6	7
VAR 93	19.	Given several things to do in a short time, he/she can usually figure out a way to get everything done	1	2	3	4	5	6	7

			Never	Rarely	Some-times	About Half the Time	Often	Quite Often	Always
VAR 94	20.	When criticized, he/she gets depressed	1	2	3	4	5	6	7
VAR 95	21.	When given a set of three or four instructions, he/she can complete them in the right order	1	2	3	4	5	6	7
VAR 96	22.	He/she can judge about how much time has passed without a watch	1	2	3	4	5	6	7
VAR 97	23.	When given a task to complete and a deadline, he/she does the work correctly and on time	1	2	3	4	5	6	7
VAR 98	24.	He/she anticipates events and gets ready for them	1	2	3	4	5	6	7
VAR 99	25.	He/she forgets easily	1	2	3	4	5	6	7
VAR 100	26.	He/she is well-coordinated	1	2	3	4	5	6	7
VAR 101	27.	He/she has trouble sleeping	1	2	3	4	5	6	7
VAR 102	28.	He/she has trouble verbally expressing his/her thoughts	1	2	3	4	5	6	7
VAR 103	29.	He/she misinterprets what other people say	1	2	3	4	5	6	7
VAR 104	30.	He/she has trouble learning from experience and may make the same mistake over and over	1	2	3	4	5	6	7
VAR 105	31.	He/she misinterprets nonverbal signals such as facial expressions and gestures	1	2	3	4	5	6	7
VAR 106	32.	He/she is socially assured	1	2	3	4	5	6	7

Next, we would like to know how your son/daughter spends his/her free time.

38. About how often does your son/daughter do the following during free time (evenings, weekends)?

		Never	A couple times a year	once a month	2-3 times a month	once a week	2-3 times a week	daily
VAR 107	Stays home, entertains self	0	1	2	3	4	5	6
VAR 108	Stays home and interacts with family members	0	1	2	3	4	5	6
VAR 109	Calls up other youths on phone to talk	0	1	2	3	4	5	6
VAR 110	Receives phone calls from other youths	0	1	2	3	4	5	6
VAR 111	Goes someplace with another youth(s) when asked	0	1	2	3	4	5	6
VAR 112	Asks other youth(s) to come over to your house	0	1	2	3	4	5	6
VAR 113	Asks other youth(s) to go someplace with him/her	0	1	2	3	4	5	6

VAR 114 39. About how many close friends does your son/daughter have?

_____ close friends

VAR 115 40. In general, are your son's/daughter's friends:

Younger than he/she 1
About the same age as he/she 2
Older than he/she 3

VAR 116 41. About how often does your son/daughter talk to you about things that are happening in his/her life?

Rarely, if ever 0
Once a month 1
2-3 times a month 2
Once a week 3
2-3 times a week 4
Once a day 5
More than once a day 6

VAR 117 42. How often do you know where your son/daughter is when he/she is away from home?

Never 0
Rarely 1
A few times 2
About half the time 3
Often 4
Quite often 5
Always 6

43. About how often does your son/daughter engage in the following activities after school?

		Never	1-2 times a year	once a month	2-3 times a month	once a week	2-3 times a week	daily
VAR 118	Hanging around home	0	1	2	3	4	5	6
VAR 119	Hanging around the neighborhood	0	1	2	3	4	5	6
VAR 120	Hanging around downtown or shopping center	0	1	2	3	4	5	6
VAR 121	Going over to a friend's home	0	1	2	3	4	5	6
VAR 122	Staying after school for school activities	0	1	2	3	4	5	6
VAR 123	Participating in out-of-school clubs or activities	0	1	2	3	4	5	6
VAR 124	Working to earn money outside the home	0	1	2	3	4	5	6

Finally, we would like some information about your son/daughter's educational history and current schooling.

VAR 125 44. How many different schools has your son/daughter attended since entering kindergarten?

_____ schools
(number)

VAR 126 45. Did your son/daughter go to any of the following?

	No	Yes
Day care	1	2
Preschool or nursery school	1	2
Kindergarten	1	2
Special classes	1	2
Summer school	1	2

VAR 127 46. How much time does your son/daughter spend on homework each night on the average?

- No time 0
- Less than 15 minutes 1
- Between 15 and 30 minutes 2
- Between 30 and 60 minutes 3
- Between 1 and 2 hours 4
- Between 2 and 3 hours 5
- More than 3 hours 6

VAR 128 47. Does your son/daughter ever ask you to help him/her with homework?

- No 1
- Yes 2

VAR 129 48. About how much time on the average do you spend helping your son/daughter each night with homework?

- No time 0
- Less than 15 minutes 1
- Between 15 and 30 minutes 2
- Between 30 and 60 minutes 3
- Between 1 and 2 hours 4
- Between 2 and 3 hours 5
- More than 3 hours 6

VAR 130 49. Do you feel you have been effective in helping your son/daughter with problems and in teaching him/her new things?

- Not at all 0
- In a few ways 1
- In most ways 2
- In every way 3

VAR 131 50. If your son/daughter came home and told you that he/she was being treated unfairly by a teacher, what would you probably do?

- Nothing; I figure he/she is old enough to solve his/her own problems 0
- I'd talk to him/her about it and give advice as to what to do 1
- After finding out about the problem, I'd call the teacher and talk about the problem 2
- After finding out about the problem, I'd go to the school and talk to the teacher about the problem 3

VAR 132 51. If your son/daughter came home with a low grade in a subject, what would you probably do?

- Nothing 0
- I'd punish him/her 1
- I'd talk to him/her and tell him/her to work alot harder 2
- I'd talk to the teacher to find out what was the problem and make sure my son/daughter got extra help (e.g., tutoring) in the subject 3

VAR 133 52. How much schooling do you expect this son/daughter will get eventually?

- Finish grade school (1-8 grades) 1
- Some high school 2
- High school diploma 3
- Trade or vocational school certificate . . 4
- Some college 5
- College degree 6
- Graduate or professional degree 7

VAR 134
VAR 135
VAR 136 53. What kind of occupation do you think your son/daughter may eventually have (e.g., farmer, doctor, teacher, nurse)?

_____

VAR 137 54. How satisfied are you with the current schooling your son/daughter is receiving?

- Completely dissatisfied 1
- Dissatisfied 2
- Slightly dissatisfied 3
- Neither satisfied nor dissatisfied 4
- Slightly satisfied 5
- Satisfied 6
- Completely satisfied 7

55. On the average, how often does the school communicate with you about this son/daughter?

- Never 0
- Once a day 1
- Once a week 2
- Once every 2 weeks 3
- Once a month 4
- Once a quarter 5
- Once a semester 6

THANK YOU SO MUCH FOR YOUR HELP!

Please write the name and address of someone outside your immediate family who would know where you are living in the future, in case we need to contact you.

Full Name: _____

Address: _____
(street)

_____
(city, state, & zip code)

Please don't forget to sign the consent form!

"REGULAR TEACHER ASSESSMENT"

REGULAR TEACHER

INSTRUCTIONS FOR FILLING THIS OUT

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There are several types of questions in this instrument. Please answer each question as indicated in the following examples. If you don't know the answer to a question, or don't wish to answer a question, just leave the answer blank and move on to the next question.

Type 1

This type of question asks you to fill in a blank. Just put the answer in the blank which is located on the right side of the page.

Example question and answer

How many hours a day do you spend watching T.V.? 3 hours

Type 2

This type of question asks you to select one of several answers as best representing your situation. There will be only one column of numbers to the right of the possible answers. Please circle the number next to the one answer that best fits your situation.

Example question and answer

How satisfied are you with the weather today?

Completely dissatisfied	1
Dissatisfied	(2)
Neither satisfied nor dissatisfied	3
Satisfied	4
Completely satisfied	5

Type 3

This type of question will have two or more columns of numbers to the right of the answers. Circle one number below the appropriate column for each answer.

Example questions and answers

1. What do you do in your free time?

	No	Yes
Participate in sports	(1)	2
Do crafts	1	(2)
Play an instrument	1	(2)

2. How often do you engage in the following activities?

	Never	Once a year	Once a month	Once a week	Once a day
Participate in sports	0	(1)	2	3	4
Do crafts	0	1	2	(3)	4
Play an instrument	0	1	2	3	(4)

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"REGULAP TEACHER ASSESSMENT"

Youth Code No:_____

Date:_____

1. How often do the following phrases describe this youth (_____) in your class. (Please circle the appropriate number for each.)

	Never	Rarely	Some-times	About half the time	Often	Quite Often	Always	
1. Comes to class on time	1	2	3	4	5	6	7	VAR 2
2. Stays in seat or work area	1	2	3	4	5	6	7	VAR 3
3. Brings required materials	1	2	3	4	5	6	7	VAR 4
4. Talks during work periods	1	2	3	4	5	6	7	VAP 5
5. Participates in discussions	1	2	3	4	5	6	7	VAR 6
6. Disrupts others	1	2	3	4	5	6	7	VAR 7
7. Engages in physical aggression with peers	1	2	3	4	5	6	7	VAR 8
8. Greets you	1	2	3	4	5	6	7	VAR 9
9. Speaks courteously to you	1	2	3	4	5	6	7	VAR 10
10. Raises hand before speaking	1	2	3	4	5	6	7	VAR 11
11. Cleans up work area	1	2	3	4	5	6	7	VAR 12
12. Pays attention to lecture or discussion	1	2	3	4	5	6	7	VAR 13

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	Never	Rarely	Some-times	About half the time	Often	Quite Often	Always	
13. Completes in-class assignments	1	2	3	4	5	6	7	VAR 14
14. Completes homework assignments	1	2	3	4	5	6	7	VAR 15
15. Hands in assignments on time	1	2	3	4	5	6	7	VAR 16
16. Does neat work	1	2	3	4	5	6	7	VAR 17
17. Asks for help when appropriate	1	2	3	4	5	6	7	VAR 18
18. Starts work when instructed	1	2	3	4	5	6	7	VAR 19
19. Follows instructions	1	2	3	4	5	6	7	VAR 20
20. Asks permission to leave room	1	2	3	4	5	6	7	VAR 21
21. Engages in pranks	1	2	3	4	5	6	7	VAR 22
22. Skips class	1	2	3	4	5	6	7	VAR 23

2. How involved is this youth with extra-curricular school activities? VAR 24
   - Never participates or observes . . . 0
   - Occasionally observes . . . 1
   - Occasionally participates . . . 2
   - Regularly participates . . . 3
   - Participates very actively . . . 4
   - Don't know . . . 9

VAR 25 3. How do peers relate to this youth?
   - They ridicule him/her . . . 1
   - They avoid or ignore him/her . . . 2
   - They sometimes include him/her in their activities . . . 3
   - They usually include him/her in their activities . . . 4
   - They always include him/her in their activities . . . 5

VAR 26 4. How does this youth relate to peers?
   - He/she ridicules them . . . 1
   - He/she avoids or ignores them . . . 2
   - He/she waits to be included and then participates . . . 3
   - He/she sometimes initiates activities . . . 4
   - He/she is a leader and often initiates activities with others . . . 5

VAR 27 5. How would you describe this youth in relation to his/her age-mates?
   - Very immature . . . 1
   - Immature . . . 2
   - Neither immature or mature (average) . . . 3
   - Mature . . . 4
   - Very mature . . . 5

VAR 28 6. How would you describe the personal conversations you have had with this youth?
   - Nonexistent . . . 1
   - Brief and to the point (one or two exchanges) . . . 2
   - Lasting through several exchanges . . . 3
   - Extended . . . 4

7. How often do the following statements describe this student?

		Never	Rarely	Some-times	About Half the Time	Often	Quite Often	Always
VAR 29	1. He/she gets along well with school authority figures (teachers, principal, etc.)	1	2	3	4	5	6	7
VAR 30	2. When criticized, he/she tries very hard to improve	1	2	3	4	5	6	7
VAR 31	3. When criticized, he/she cannot control his/her emotions (e.g., cries, screams, has temper outbursts)	1	2	3	4	5	6	7
VAR 32	4. When praised, he/she is appreciative	1	2	3	4	5	6	7
VAR 33	5. When not getting his/her own way, he/she reacts violently (crying, screaming, tantrums)	1	2	3	4	5	6	7

			Never	Rarely	Some-times	About Half the Time	Often	Quite Often	Always
VAR 34	6.	He/she is depressed or sad most of the time	1	2	3	4	5	6	7
VAR 35	7.	He/she is moody--(sometimes up, sometimes down, with no apparent reason)	1	2	3	4	5	6	7
VAR 36	8.	When having problems, he/she works them out alone	1	2	3	4	5	6	7
VAR 37	9.	He/she has a temper and explodes easily	1	2	3	4	5	6	7
VAR 38	10.	He/she gets very excited easily	1	2	3.	4	5	6	7
VAR 39	11.	He/she does not stay with a task for more than 5-10 minutes without losing interest	1	2	3	4	5	6	7
VAR 40	12.	He/she acts on impulse without thinking	1	2	3	4	5	6	7
VAR 41	13.	He/she has trouble concentrating	1	2	3	4	5	6	7
VAR 42	14.	He/she goes along with group values rather than making own decisions	1	2	3	4	5	6	7
VAR 43	15.	When taken advantage of, he/she makes his/her opinions known in appropriate ways	1	2	3	4	5	6	7
VAR 44	16.	When given a choice, he/she makes decisions easily	1	2	3	4	5	6	7
VAR 45	17.	He/she takes care of belongings	1	2	3	4	5	6	7
VAR 46	18.	Given several things to do in a short amount of time, he/she can usually figure out a way to get everything done.	1	2	3	4	5	6	7
VAR 47	19.	When criticized, he/she gets depressed.	1	2	3	4	5	6	7
VAR 48	20.	When given a set of three or four instructions, he/she can complete them in the right order	1	2	3	4	5	6	7

"REGULAR TEACHER ASSESSMENT"

			Never	Rarely	Some-times	About Half the Time	Often	Quite Often	Always
VAR 49	21.	He/she can judge about how much time has passed without a watch	1	2	3	4	5	6	7
VAR 50	22.	When given a task to complete and a deadline, he/she does the work correctly and on time	1	2	3	4	5	6	7
VAR 51	23.	He/she anticipates events and gets ready for them	1	2	3	4	5	6	7
VAR 52	24.	He/she forgets easily	1	2	3	4	5	6	7
VAR 53	25.	He/she is well-coordinated	1	2	3	4	5	6	7
VAR 54	26.	He/she has trouble verbally expressing his/her thoughts	1	2	3	4	5	6	7
VAR 55	27.	He/she misinterprets what other people say	1	2	3	4	5	6	7
VAR 56	28.	He/she has trouble learning from experience and may make the same mistake over and over	1	2	3	4	5	6	7
VAR 57	29.	He/she has trouble expressing ideas in writing	1	2	3	4	5	6	7
VAR 58	30.	He/she misinterprets nonverbal signals such as facial expressions and gestures	1	2	3	4	5	6	7
VAR 59	31.	He/she is socially assured	1	2	3	4	5	6	7

8. Please indicate whether or not the following statements typify this student.

			No	Yes
VAR 60	1.	Has difficulty in remembering names of other students, teachers, national personalities, and/or important concepts and vocabulary (e.g., substitutes "whatcha-call-it"; "What's his name"; "You know that thing")	1	2
VAR 61	2.	Has difficulty in proofing or correcting work because of the inability to recognize errors in his/her work (e.g., errors in themes, mathematics problems, research papers, short answers on tests, etc.)	1	2

			No	Yes
VAR 62	3.	Does not organize information for remembering important facts or concepts (e.g., does not use rules like "i before e, except after c"; does not outline, take notes, or plan a time schedule, etc.)	1	2
VAR 63	4.	Is unable to define abstract concepts such as liberalism, conservatism, numbers, numerals, combustion, democracy, broil, boil, physical endurance, etc.)	1	2
VAR 64	5.	Has difficulty in comparing and contrasting concepts (e.g., democracy vs. communism, triangle vs. pyramid, intramural vs. intermural, etc.)	1	2
VAR 65	6.	Has difficulty in using word attack skills (e.g., sounds out each word as he/she reads orally, moves lips constantly when reading silently, etc.)	1	2
VAR 66	7.	Has difficulty, when reading, in recognizing very simple, frequently used words (e.g., turn, gone, time, know, was, add, begin, last, because, etc.)	1	2
VAR 67	8.	His/her rate of reading is excessively slow (e.g., he/she is the last student to finish a reading assignment)	1	2
VAR 68	9.	His/her reading comprehension is very poor (e.g., he/she must re-read material to find answers to review questions; "forgets" main idea of stories, etc.)	1	2
VAR 69	10.	Has difficulty in determining what information is necessary to solve word problems in mathematics (e.g., is unable to determine whether to add, subtract, multiply or divide unless sign is given)	1	2
VAR 70	11.	Has difficulty in recognizing incorrect spelling in words	1	2
VAR 71	12.	Has difficulty adjusting when order of activities is changed (e.g., schedule changes; new locker number; remembering gym clothes on gym day or art supplies on art day; etc.)	1	2
VAR 72	13.	Displays low self confidence (e.g., hesitates or does not join activities; states "I can't do it."; gives up easily)	1	2
VAR 73	14.	Has poor concentration, is easily distracted, and/or acts as a distractor (e.g., bothers other students when they are studying; talks out at inappropriate times; gets off the subject; asks irrelevant questions, etc.)	1	2

VAR 74	15.	Has difficulty doing tasks independently (e.g., constantly asks for help; work is disorganized; makes poor use of time; must constantly "check on him/her", etc.)	1	2
VAR 75	16.	Makes statements about himself/herself that indicate that he/she is concerned about being retarded or "dumb"	1	2
VAR 76	17.	Has little insight into the inappropriateness of his/her behavior (e.g., says things like, "Heard you were too ugly to be homecoming queen"; tells "stories" that are obviously untrue to other students; etc.)	1	2

VAR 77 Sum — Finally, we'd like to ask you a few questions about your education and experience as a teacher.

9. What kind of certification do you have?

		No	Yes
VAR 78	Basic certification	1	2
VAR 79	Provisionally certified in any area of special education	1	2
VAR 80	Fully certified in any area of special education	1	2
VAR 81	Vocational certification	1	2
VAR 82	Other certification (please list)	1	2

_____

VAR 83 Sum _____

_____

VAR 84 10. What is your sex?

Male . . . 1
Female . . . 2

VAR 85 11. How old are you? _____ years

VAR 86 12. How many years of full-time teaching experience do you have? _____ years

VAR 87 13. How many credit hours have you completed beyond the Bachelor's level? _____ hours

VAR 88 14. What subject do you teach? _____

15. What kinds of modifications do you make in your class in order to help students with learning problems?

		No	Yes
VAR 89	Materials modifications	1	2
VAR 90	Time modifications	1	2
VAR 91	Content modifications	1	2
VAR 92	Other (please describe _____)	1	2
VAR 93			
VAR 94			

VAR 95 Sum _____

VAR 96 16. How many hours do you spend outside of your regular school day to help students with learning problems? _____hours

THANK YOU SO MUCH FOR YOUR HELP!

Please return this to the designated place in your school.